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ABSTRACT

This document is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). The four sections of this guide provide one-page treatments of general suggestions for elementary school teachers on classroom techniques and activities. The first section, "Management Ideas," addresses a variety of classroom management and planning topics, including use of audiovisual materials, evaluation of students, emergency procedures, and local education programs and services. In the next section, "Record Keeping Ideas," different recordkeeping systems are discussed, and 20 sample record forms are included. "Activity Ideas" are offered in the third section, including 63 learning activities involving listening, speaking, and writing skills. The fourth section provides "Planning Ideas" that can be used for the classroom, including student discipline measures, classroom schedules, field trips, and parent conferences. (FG)

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Management Note Cards

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SP 020 490

MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

Management for Effective Teaching

MET

MANAGEMENT SUPPORT KIT

Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

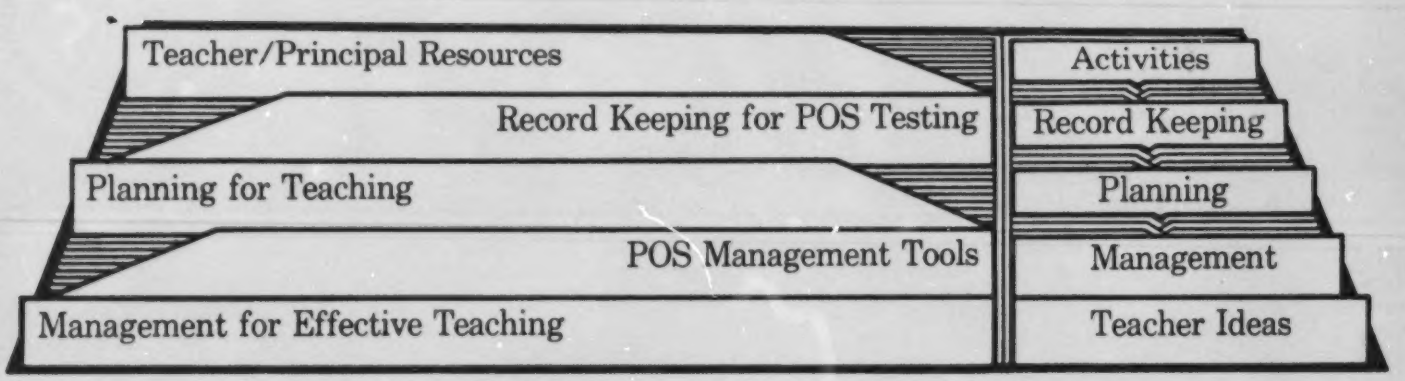
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.



What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, piloted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

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MANAGEMENT IDEAS

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1. PLANNING AND MANAGEMENT

CLASSROOM PLANNING AND MANAGEMENT

FROM STANDARDS OF QUALITY FOR PUBLIC SCHOOLS IN VIRGINIA

In accordance with local policies and regulations, the teacher shall be responsible for discharging the following major duties:

The teacher shall provide for the humanizing of instruction in the classroom. To accomplish this, the teacher should:

- Know the academic strengths and weaknesses of each child;
- Know the home and community environment of each child;
- Understand and appreciate each child as an individual of worth;
- Help each child to recognize his or her potential, to develop his or her responsibilities as a member of the group; and
- Treat each child as an individual in accordance with his or her needs.

The teacher shall provide for individual differences in the classroom. To accomplish this, the teacher should:

- Provide different subject matter and learning experiences and have different achievement standards for individuals with different abilities and/or past achievements; and
- Provide opportunities for pupils to work independently on meaningful tasks that derive from and contribute to the planned activities of the group.

The teacher shall make use of available instructional materials and other resources that are appropriate to the needs of the pupils. To accomplish this, the teacher should supplement the textbook and make appropriate use of:

- Additional reading materials, such as library books and reference materials, magazines, and newspapers;
- Educational television and other audio-visual aids;
- Field trips;
- Resource persons and school-related youth organizations; and
- Individual and group projects, in or out of school.

The teacher shall organize learning activities to achieve specific objectives which should include:

- The development of needed skills;
- The understanding of specific concepts;
- The development of wholesome attitudes;
- The solution of meaningful problems.

The teacher shall provide a favorable psychological environment for learning. To accomplish this, the teacher should:

- Develop and use questioning techniques that require pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension;
- Encourage pupils to express their ideas in group discussions; and
- Involve pupils in planning and conducting class activities under the guidance and direction of the teacher.

The teacher shall evaluate the progress of students. To do this, the teacher should:

- Emphasize the application of knowledge to new situations;
- Include achievement in all areas of instruction; habits of work, attitudes, personal traits, and group relationships; and
- Help each pupil to develop the ability to evaluate his or her own progress and to involve him or her in the evaluation process.

2.
TIME MANAGEMENT

TIME MANAGEMENT IDEAS

- Make a "to-do" list every day; put in priority order by numbering.
- Set your standards of accomplishment a little higher than your previous level, but not so high as to be discouraging.
- Do the most difficult task first in the morning so you won't worry over it during the day.
- Establish time limits for a task.
- Take one problem at a time. Give attention to the more urgent ones.
- Make the fullest use of students, aides, and volunteers (lunch count, passing out materials, filing, bulletin boards, etc.).
- Organize your desk and materials. Set up a filing system. Throw out unused items or store in infrequently used areas.
- Keep a list of student telephone numbers handy.
- Team up with other teachers for films, art projects, and other special events.
- Keep anecdotal records on each student to use for conferences and report cards.
- Save time by using students' work on the bulletin boards; save more time by letting students help plan and decorate.

3.
TIME SAVERS

TIME-SAVING SUGGESTIONS FOR GRADES K-3

Provide mailboxes or some place for children's possessions.

Use hooks on wall for coat closet.

Let "friends" zip coats and tie shoes.

Put extra clothing in coat sleeves or pockets to save time at end of day.

Pass out seatwork before students arrive.

Take lunch count/attendance at same time.

Use check lists.

Assign students numbers which can be used for a quick check on papers turned in. (See Record Keeping Ideas, Card 3.)

Spot-check—don't grade everything.

Write notes on students' work folders to help at report card time.

Let students grade some papers.

Color-code reading shelf; color-code seatwork boxes.

Color codes, pictures, and labels can be affixed to storage areas to help students locate what they are looking for and remember where to return the items when they are finished.

4.
PARENT NOTICES

SCHOOL COMMUNICATIONS ADDRESSED TO PARENTS

Suggestions on how to be an informed teacher who can repeat and explain all information issued from the school are as follows:

- Set up a file for copies of all school communications.
- Become familiar with all brochures sent home at the beginning of the year and place a copy of each item in the file.
- Read *all* communications carefully before passing them out for students to take home.*
- Make notations of specific items that will involve you or your students before filing the communication.

*Only materials approved by the principal should be sent home with students.

5. STUDENTS' FOLDERS

STUDENTS' WORK FOLDERS

The student work folder is a part of communicating the student's performance. The written work should be used to keep parents informed on a continuing basis. The work samples, as well as other indicators of student learning, can be used to support marks given on the report card. The following standards are suggested for work folders:

- Is the content current?
- Is the material representative of the child's work?
- Are all curriculum areas included, with sufficient material to represent the program?
- Is all work checked and/or corrected?
- Have standards for the written material been clearly established for the students?
- Have the parents seen the work at least every nine weeks?
- Is there a system to inform parents of what should be in the folder when it is received?
- Has a place for a parent signature and comments been provided?
- Have the folders of the children whose evaluations may be questioned been discussed with parents?

See the MET booklet *Managing the Planning Process for the* Critical Path Network, which suggests a time frame for utilizing student work folders.

6.
REPORTING TO PARENTS

SUGGESTIONS FOR REPORTING TO PARENTS*

There are three types of report cards in use in FCPS:

K Narrative
Narrative/Symbol
Narrative/Symbol/Cumulative

1-6 Traditional
Revised Traditional
Contemporary

Report cards are issued four times a year, at nine-week intervals. A parent-teacher conference must be scheduled at the end of the first nine weeks.

The instructional levels reported for reading, spelling, and math must be reported in grade equivalents. The instructional level is the grade level at which the child is instructed but not necessarily the grade placement of the child.

Instructional levels which are more than a half year below the grade placement of a student should be reported to the parent or guardian in the narrative report section of the report card.

*Fairfax County Public Schools, Pupil Services Division, *Reporting to Parents*, A Handbook for Teachers K-6. September, 1977.

The criteria used for assigning marks are based on records kept by the teacher on the following:

- Teacher observations. Document informal observations of frequency and quality of student's participation in subject area and group situations.
- Samples of student work.
- Specific skill record.
- Verbal and nonverbal participation. Keep anecdotal records.
- Other records. Keep records which reflect the individuality of the classroom program.

These partial assessments should be communicated to parents during the nine-week period by either sending work and/or cumulated folders home on a regular basis.

See the MET booklet, *Home/School Communication Suggestions for Parents* Section II and III.

7. REPORT CARD COMMENTS

SUGGESTIONS FOR REPORT CARD COMMENTS

General comments:

- Write remarks legibly in clear, correct English (watch spelling!).
- State only factual, objective comments (reserve comments such as "Susie is such a sweet child" for conference time).
- Make comments on complex and/or sensitive situations at conference time, not on report cards.

Content comments:

- Explain how well or to what extent the objectives were accomplished.
- Highlight accomplishments as appropriate.
- Note areas of difficulty or lack of progress (if applicable), stating the strategy or special assistance provided to the student; refer to previous correspondence or conference.
- Note books and materials which were used by the student.
- State facts rather than opinions.

Suggested examples of narrative reporting:

- He made excellent progress in mastering the objectives outlined above. He responded well to the (structured reading lesson) and improved his ability to comprehend (difficult stories). (Name of text) was used as a vehicle for teaching the skills. He contributed many worthwhile ideas to class discussions and used (the editing process) to improve his (writing).
- Good progress was made toward accomplishment of the objectives listed above. She mastered the (basic number facts) and used (the grid sheets) to help her space the digits correctly. A considerable effort was made to help her develop an understanding of the concepts of (fractional numbers). She can correctly identify (parts of the whole) and label (points on a number line). She listened and responded productively during directed instruction.

Note:

When there is the possibility of retention at the present grade placement, parents should be informed of the student's specific academic needs at the end of the second grading period or as soon as retention appears to be a possibility. Statements and marks on that report card should reflect the problems without mentioning retention per se. The possibility of retention is to be communicated to parent/guardian in writing at the end of the third nine-week grading period or by the first half of the fourth grading period.

8. RESOURCE TEACHERS

SPECIALISTS AND RESOURCE TEACHERS

UPON REQUEST specialists and resource teachers will assist teachers in:

- Developing effective classroom management systems, e.g., testing, record keeping, scheduling.
- Determining appropriate materials for remediation and enrichment.
- Interpreting and using information from standardized and criterion-referenced tests.
- Identifying alternative groupings for instruction.
- Developing plans for back-to-school nights and other parent meetings.
- Identifying and mastering a variety of teaching strategies.
- Integrating POS objectives from the various subject areas.

UPON REQUEST specialists and resource teachers will also:

- Conduct inservices and provide follow-up in the classroom.
- Meet with individual teachers or teams.
- Conduct demonstration lessons.
- Correlate basal materials to POS.
- Train volunteer aides.
- Disseminate research findings and information about exemplary programs.

9. INSTRUCTIONAL AIDE

USE OF INSTRUCTIONAL AIDE

The teacher is often the key to the success of an instructional aide. When planning with the aide regarding job expectations and duties, one might ask the following:

Do I as teacher:

- Assume the responsibility for the instructional program for every child?
- Use the aide to reinforce, assist in, and extend the direct instruction?
- Supervise the aide by working in the same room?
- Plan and direct the program?
- Evaluate the program and individual student progress?
- Inform children of the aide's role?
- Help the aide learn necessary skills?
- Assign specific duties to the aide?
- Give frank and helpful criticism when needed.
- Respect the aide as an intelligent, caring human being?

10. VOLUNTEER AIDES

VOLUNTEER AIDES

The Fairfax County School Board approves and encourages the use of volunteers in the school system.

When choosing to utilize volunteer services the following suggestions might be helpful:

- Discuss in advance with the principal before extending an invitation to volunteers.
- Identify the need for volunteer assistance and define the tasks to be performed.
- Orient volunteer(s) to the classroom program.
- Maintain a business-like relationship.
- Plan how best to utilize the skills and talents of volunteers assigned, and have assignments ready when the volunteers arrive.
- Plan all instruction, relating aide activities to specific objectives.
- Inform volunteers about changes in school schedules which affect volunteer work.
- Communicate regularly with volunteer(s) to get feedback, answer questions, give guidance in handling certain children or materials, and express appreciation of work.

- Be responsible for instruction and discipline in classroom.
- Supervise volunteer assistance to children.
- Refrain from discussing individual children or their problems.
- Seek assistance from principal, if needed.

SELF-EVALUATION FOR USING A VOLUNTEER

- Have I utilized the special skills and interests of the volunteer to enrich learning opportunities?
- Have I planned well for the time the volunteer spends with me?
- Have I established a system for continuing communication, including a time each week when we can talk together about classroom activities?
- Have I helped the volunteer to learn new skills and take advantage of training opportunities?
- Have I made the volunteer feel that he or she is a valued member of the educational team?
- Have I expressed my appreciation often and made others aware of ways in which the volunteer enhances my efforts as a teacher?

11. STUDENT REGULATIONS

STUDENT REGULATIONS

The following is an index of regulations related to students. The volumes entitled *Policies, By-laws, and Regulations* are in the school office.

Subject	*Classification Number*
Absences	2230/2231/2232/2233
Accident and injuries	2120,3715
Activities, inclement weather	1541
Admission eligibility	2210
Advisory council	2410
Assemblies and public performances	6122
Assignment to school, change in	2250
Attendance, general	2210/2513
Attendance records	2220
Awards	2565
Behavior on buses	5340
Class load	2520
Contests	2460
Enrollment and registration	2210
Equal opportunity	1215/2140
Evaluation	2513
Examinations	2560
Expulsion	2335
Extra-class activities	1550/2430
Fees, other than tuition	3330
Grades and reporting	2513
Handicapped	2737
Insurance, accident	2120/3715
Kindergarten	2210
Leaving school grounds	2130
Nondiscrimination	1216/1217/1218
Organization fees	3330
Placement	2210/2250/2550
Progress reports	2513
Promotion/retention	2530/2550
Pupil-parent surveys	1331
Questioning by police	2338
Records	2610
Release during school day	2130/2230/2232
Release for special instruction	2230
Religion in the schools	1530
Residency	2211
Safety	2130/5600
School assignment	0510/2250
Sex discrimination	1215.1
Smoking	2339
Suspension	2335
Transcripts	3330
Transfers from other divisions and nonpublic schools	2550
Uncontrollable behavior	2340
Vandalism	3330.3

12. FIRE DRILL

FIRE DRILL GUIDELINES

Fire drills are held once per week during September, and at least once per month thereafter. The following suggestions are offered:

- Practice with children so they will know how to move quietly and safely, but *quickly*, out and away from the building.
- Take a class list outside in order to account for all children. (See Record Keeping Ideas, Card 9.)
- Set up a definite plan and instruct children as to the procedures to follow if they are away from the classroom when the alarm rings. The following plan is used in several schools:

  If any student is away from the classroom when the alarm rings, he or she should immediately go out the nearest exit and report to a designated area. After calling roll, if a child is missing, the teacher writes the name on a piece of paper and sends it by messenger to that area. The secretary checks the name if the child has been accounted for.

  Children are instructed to face away from the building after they have reached their destination outside the building until recalled. A signal indicating return to the building will be given by office personnel.

- Evaluate the fire drill after children return to the classroom in an orderly manner.
- Post fire drill plans and school map.
- Place a copy of the fire drill plans and school map in the substitute's folder.

13. FIRST AID

FIRST AID AND EMERGENCY TREATMENT

Teachers and administrators are responble for protecting students during theschool day. Review Regulation 2111.3 in *Policies, Bylaws and Regulations*. The following is information from the Regulation:

- Limited treatment is permitted when children are sick or hurt.
- No medicine or treatment, other than first aid as contained in the *American Red Cross First Aid Manual*, shall be given students by school personnel. (Exceptions are subject to the conditions described below.)
- *Medication must not be left in the classroom, on the teacher's desk, or in students' lunch boxes. Student must take medication to the main office or clinic with signed statement from parent on the morning of the first day medication is to be taken at school.*
- Preparations such as aspirin, antacids, gargles, eardrops, and eyewashes, are considered medicines, and are not to be used.
- First aid supplies shall be kept in a central place in the school.
- Report *all* accidents to the office.
- Be sure parents are notified of accidents.
- Encourage students to report any accident or feeling of illness.

14. SCIENCE SAFETY

SAFETY GUIDELINES FOR SCIENCE PROGRAM

The following safety guidelines for science are very important:

- Review with students safety plans and procedures for each specific activity before the activity is begun.
- Allow sufficient time for students to perform the activity to avoid safety hazards created by haste.
- Inspect all equipment to ensure proper functioning before the activity is begun.
- If students will be working with equipment in a group, keep the group small enough to prevent accidents; when the equipment or materials present special hazards, the group should be under constant supervision.
- Perform unfamiliar activities before introducing them to the students.
- Ask your principal or call the area science specialist concerning the appropriateness of an experiment if it is not a part of the standard science curriculum.
- Report student accidents to the principal and fill out an accident report form (SAF-1) in accordance with Regulation 5620.

Note: For more detailed guidelines, review General Services Regulation 5600.4 in *Policies, Bylaws, and Regulations.*

15. DUPLICATED MATERIALS

ASSESSING DUPLICATED MATERIALS

Suggested check list for assessing instructional use of duplicated materials:

- Is the ditto the most appropriate tool for accomplishing the instructional objective?
- Is the purpose of the material evident or clearly stated?
- Are the directions for students clear and concise?
- Is the reading level appropriate to the level of the student?
- If the material requires student responses, does it provide for identification of his/her strengths and weaknesses?
- If the material is an assessment device, does it include a balance in the kinds of questions?

A suggested check list for assessing the mechanics and reproduction of material:

- Are the production and organization of material suitable to the age of the learner?
- Is the space adequate for student responses?

- If the material is used for the young student, does it exemplify a correct handwriting model?
- Is it a purposeful and wise use of paper?
- Are the grammatical structure, spelling and punctuation correct?

16. FILM CARE

CARING FOR MOTION PICTURE FILMS

The following suggestions are offered for caring for films:

- Use only a trained and efficient projectionist.
- Check for proper threading before turning on the projector.
- Stop the projector immediately if it is not projecting properly. Symptoms of trouble that lead to damaged films are poor sound, unusual projector noises, and an unsteady projected image.
- Do not splice a broken film with tape, pins, paper clips, or staples. All of those can seriously damage the film inspection machines at the Media Center.
- Continue showing a broken film by overlapping the broken end on the take-up reel.
- Stay with the projector at all times, or ask a trained projectionist to assist.
- Be sure that the feed and take-up reels are securely fastened to the projector.
- Rewind carefully between showings.
- Be sure that the take-up reel is the same size as the feed reel.
- Return all parts of a damaged film to facilitate the ordering of replacement footage.
- Do not use bent or twisted take-up reels.
- DO NOT REWIND the film before sending it back to the Media Center.

17. GUIDELINES FOR TELEVISION USE

EFFECTIVE USE OF TELEVISION

Suggested guidelines for effective use of television:

- Discriminating use of television is essential. Television programs which relate to program objectives or planned units are particularly good learning experiences.
- Students need to learn that educational television serves a different function than recreational television. Listening with a purpose can be stressed.
- Pre-telecast discussion is essential in order to set the stage for the program.
- Summary, evaluation, and follow-up activities are integral parts of viewing.
- Teachers who are involved with the students as they watch the program help the students realize the program is important. Follow-up activities are then meaningful to the group.
- Since the programs are often repeated more than one year, be sure the class is not being exposed to a series more than once.
- Note-taking should not be necessary unless this skill is being taught in the classroom.

- Proper physical facilities are necessary for effective viewing. They include:
  - —Correct room temperature (avoid overheating)
  - —Good placement of T.V. set to avoid glare
  - —Proper lighting
  - —Tops of desks cleared to avoid distractions
  - —Sound at normal level
  - —Desks placed so that no student gets a distorted view of the picture. (A fan type of seating arrangement is usually preferred.)

18. INTERCOM MESSAGES

ANNOUNCEMENTS ON THE INTERCOM

Announcements which provide information for students and teachers are often made over the intercom. This can be a most effective means of communication when the teacher:

- Trains students to listen carefully
- Sets a good example by being attentive
- Makes notations of the information on the chalkboard or in the planbook
- Discusses and interprets announcements
- Follows up as needed
- Encourages and trains students to take part in making announcements.

19. LESSON EVALUATION

END-OF-THE-LESSON EVALUATION

(For Primary Students)

The following check list could be put on a chart and reviewed with the children at the end of a lesson.

During the lesson today, I:

- Listened to the directions.
- Raised my hand to answer or ask a question.
- Took turns.
- Started and completed my work on time.
- Put materials away properly.
- Understood what to do.
- Worked well.
- Was happy.

20.
DAILY EVALUATION

END-OF-THE-DAY EVALUATION

(For Students)

During school today, I:

- Was prepared for each lesson.
- Started my work on time.
- Used my free time wisely.
- Paid attention almost the whole day.
- Listened to and understood the teacher's directions.
- Asked the teacher a question when I didn't understand something.
- Raised my hand several times to take part in the discussions.
- Used self-control.
- Tried to figure out why I missed a problem.
- Asked another student for help in order to correct a mistake.
- Felt good about myself.
- Had fun.

21. SELF-EVALUATION

END-OF-THE-DAY EVALUATION

(For The Teacher)

In my class today, I:

- Let students know how well they progressed.
- Formed group activities to encourage students to help each other.
- Provided alternative instructional materials to reteach skills.
- Praised the students for what they accomplished.
- Encouraged students to ask questions.
- Started the lesson by stating the objective and ended the lesson by restating the objective.
- Used a different mastery criterion for individual abilities of the children.
- Provided clear verbal and written directions.
- Observed facial expressions to see if children understood.
- Gave each student enough time to respond to a question before calling on another student.
- Moved about in the class.

- Used individual reinforcement for good behavior.
- Had most students participating in the discussions.
- Had fun!

22.
TEACHER LISTENING

HOW WELL DO I LISTEN TO MY STUDENTS?

A Check List

- Do I talk most of the time?
- Do I give students my full attention when they are speaking?
- Do I have eye contact with them when they are speaking?
- Do I ask questions at the proper time, being careful not to interrupt?
- Do I remember what the students shared with me?
- Do I follow up when there is a need?
- Do I practice the same rules of courtesy with students as well as with adults?

23. CLASS DISCUSSION

STUDENT CHECK LIST FOR CLASS DISCUSSION

(For Elementary Students)

The following could be used as a guide for developing class discussion rules.

During class discussions:

- I do my share, help others to take part, and do not talk too long at one time.
- I listen while others speak.
- I am polite; I do not interrupt unless it is necessary to do so.
- If I do not understand something, I ask the speaker courteously to explain.
- I keep to the subject of a discussion.
- If the group needs to make a decision, I help make it.
- If I begin a discussion, I try to introduce a topic of interest to the group.
- I help keep a discussion pleasant.

24. GROUP PERFORMANCE

EVALUATING STUDENTS' PERFORMANCE IN A GROUP

To enable the student to gain an understanding of his or her current progress in a group situation, try the following:

- Explain to students that evaluation includes information for the student about how he or she can improve individual and/or group performance.
- Set up cooperatively with students criteria for evaluation based on instructional objectives.
- Provide and review criteria for evaluation and instructional objectives to be met within a specific time.
- Plan with students a calendar of events so that evaluation is continuous.
- Determine with each student the types of evaluation to be made and the point at which the evaluation will be made.
- Provide continuous feedback of evaluation results to students.
- Provide time for frequent communication between teacher and student concerning assessment of progress.
- Have students evaluate the group's progress based on instructional objectives set for the group.
- Communicate evaluation results to parents (especially if a positive or negative change is noted).

25. EVALUATION SKILLS

DEVELOPING STUDENT SELF-EVALUATION SKILLS

Self-evaluation is essential to improving performance in school. Therefore, the student needs to develop skill in self-evaluation, not only to identify where he or she is, but also what needs to be done to improve.

You might wish to consider questions such as:

- Is the student acquiring the ability to evaluate his or her own progress?
- Does the student analyze the causes or reasons for his or her failures and make plans to overcome them?
- Does the student know how to study and plan the best use of his or her time?

To encourage and provide opportunities and situations for students to learn how to evaluate themselves you might do the following:

- Use materials or learning activities which allow students periodically to assess themselves or gain immediate feedback, e.g., answer sheets corresponding to assigned questions or problems, programmed learning materials, computer-assisted instruction, and independent learning materials, self-checking games, and learning centers.
- Select or develop and use assignments and tests which will be self-administered and self-scored by students.
- Use teamwork in correcting papers, including comments on neatness and legibility of written work.
- Have the student edit and proofread work with another student or teacher.
- Guide students in evaluating beliefs and attitudes through role-playing and discussion.

26.
EVALUATING WRITING

SELF-EVALUATING CURSIVE WRITING

The following is an example of questions which can be posted, discussed, and used to help children evaluate their handwriting:

■SLANT
Do all my letters lean in the same direction?

■SPACING
Are the spaces between letters and words even?

■LOOPS
Are my l, f, h, g, y, k, b looped correctly?

■CLOSINGS
Are a, d, g, o, p, s closed?

■SIZE
Are all small letters evenly small and tall letters evenly tall?

■ALIGNMENT
Do all my letters "rest" on the line?

■ROUNDNESS
Are m, n, h, u, v, w, y rounded?

■ENDINGS
Do my words have good ending strokes without fancy swinging strokes?

Note: At first, attention should be directed toward one or two specific questions.

A transparent overlay of plastic can help some children examine specific letters.

Another method is to cut a small hole in a piece of plain paper and examine the writing one letter at a time.

Writing samples should be collected from each child, dated, and placed in a folder. Such samples are helpful when discussing handwriting goals with the child or parent.

27. ART CENTER

THE ART ACTIVITY CENTER

The space for the art center should:

- Be located close to a water supply.
- Have an easily cleaned floor surface (or the area should be covered with a plastic sheet or newspaper).
- Have boundaries defined by low shelves, easels, drying racks, smock trees, paper cabinets, or storage bins.
- Provide a wide variety of materials and opportunities to integrate art activities into many other learning experiences.
- Have guidelines posted for working in the center.
- Be easily supervised while other activities are in progress.
- Provide for flexibility in terms of convenience as well as attractiveness.
- Be arranged so students can help with cleaning up.

28. LEARNING CENTERS

ESTABLISHING RULES FOR LEARNING CENTERS

For independent work done in learning centers it is important that rules be established. It is especially important that students participate in deciding what rules are necessary for creating an atmosphere in which they can best work. The following procedure might be useful for helping students establish rules for working in learning centers.

- Explain to students how the learning centers work—purpose of learning centers, types of materials and equipment included in the centers, and kinds of learning tasks students are expected to perform.
- Ask students to think about the kind of behavior everyone must follow if they are to do their best work.
- List all rules suggested, then discuss these with students in terms of the consequences of not following each rule. Examples of rules that might be established:

  If we can't work well together in the centers, we have to go back to our desks and do some other lessons by ourselves.

  We'll help each other.

  We'll stay in the center in which we start for the full _____ minutes.

  While it's good to have discussions, we must have quiet discussions.

  We'll take turns with the materials and equipment.

  We have to read (or listen to) directions and follow them carefully because we're on our own.

- After you and the students have decided upon the rules needed, write them on paper (or have student write them) and post the list where it can easily be seen.

29. LEARNING CENTERS

EVALUATING STUDENT PERFORMANCE IN LEARNING CENTERS

In learning centers, much of the responsibility for completing the task is left to the student. Consequently, it is especially important that effective means of evaluation are provided for each lesson or task. Techniques for evaluation of pupil performance should be determined during the planning of the lesson and should be reflected in the objectives established. The evaluation techniques selected should, insofar as possible, be *non-threatening* to the learner. Below are several suggestions for evaluating learning in the social studies learning center.

- Provide answer sheets and recordkeeping material so students can correct their own work and keep records.
- Use the tape recorder for discussion to see how well students understand concepts.
- Use art media to find out how well students perceive the concepts studied and whether they can apply them to another media.
- Use creative writing to find out the perception a student has of a given topic or subject.
- Have students keep anecdotal records of processes they have observed, the sequence of events in a given situation, etc.
- Have students keep daily logs of reading work or other learning tasks they perform.
- Use short paper-and-pencil tests to check students' understanding of concepts.
- Have students create their own tests. (This will help you identify what students thought was the purpose of the task and their understanding of the information given.)
- Use creative drama for analyzing students' comprehension of things they might have read, heard, or viewed.
- Provide a partner or buddy system for checking students' comprehension of skills and concepts.
- Make your own personal observation records.
- Plan conferences with each student.
- Have students make graphs, charts, etc., to analyze a problem or to present information.
- Use puzzles as a means for checking students' comprehension of a given topic.
- Provide diagrams, graphs, maps, and pictures for students to interpret.

See the MET *Activity Cards* for ideas of learning centers.

30. TESTING SCHEDULE

COUNTYWIDE TESTING SCHEDULE

The countywide testing schedule usually follows this annual pattern:

Grades 1 and 2

Virginia Basic Learning Skills Tests (VBLS)

Grade 1: math; reading
Grade 2: math only

Grades 2 through 8

Program of Studies Tests (POS)
Grades 2-6: reading
Grades 3-8: math

Grades 1 through 10

Metropolitan Achievement Tests (MAT)
(Title I students only)

Kindergarten

Metropolitan Readiness Tests

Grades 4, 6, 8, and 11

Science Research Associates (SRA)
Achievement Series/Educational Ability Series (1978 Ed.)

Grades 1 through 12

California Achievement Tests (CAT)
(ESL students only)

Grades 2 through 7

Otis Lennon Mental Ability Tests (OLMAT)
(Candidates for Gifted/Talented Programs)

THE ROLE OF THE SCHOOL TEST COORDINATOR

The school test coordinator provides a vital link between the school staff and the Office of Research and Evaluation in the area of testing. The school test coordinator can be any staff member, such as principal, assistant principal, counselor, classroom or resource teacher, instructional aide, librarian, or secretary. This person will have the information to help in matters of testing and evaluation in general, and is responsible for coordinating the program in the school.

Name of
Test Coordinator _____

31. SPECIAL EDUCATION

SPECIAL EDUCATION PROGRAMS AND SERVICES

The following are programs available for FCPS students with special needs:

ED -	Emotionally Disturbed
HI -	Hearing-Impaired
LDL -	Learning Disabilities Language Delay
LDR -	Learning Disabilities Resource
LDSC -	Learning Disabilities Self-Contained
MH -	Multiple-Handicapped
MR -	Moderately Retarded
MMR -	Mildly Mentally Retarded
OT -	Occupational Therapy
PHI -	Physically Handicapped Itinerant
PHSC -	Physically Handicapped Self-Contained
PS -	Preschool Class-Based
PSP -	Preschool Home-Based
PSVI -	Preschool Vision
PT -	Physical Therapy
VIB -	Vision-Impaired
VILB -	Vision-Impaired Legally Blind
VIP -	Vision-Impaired Partially

32. PROGRAM AUDIT

INFORMATION ABOUT THE PROGRAM AUDIT

The Program Audit is designed to:

- Identify strengths and weaknesses in school programs
- Provide help in addressing problems
- Monitor implementation of policies

The Program Audit has three parts, as follows:

- Surveys of staff, student, and parent opinion
- An audit of instruction
- An audit of administration

The audit surveys include items suggested by:

- The former Human Relations assessment
- Widely used community and staff surveys
- The field testing of Program Audit

The audit surveys cover educational goals, the instructional program, guidance, student activities, communications, and school climate.

The audit of instruction brings a visiting committee of teachers, administrators, and specialists to review school and classroom management of instruction, as well as school climate.

The audit team spends several days in a school:

- Talking with staff members
- Observing instruction
- Reviewing plans and work samples
- Inspecting materials and facilities

The audit team rates the program on a check list of standards and prepares a report for the school staff on strengths, weaknesses, and recommendations.

The purpose of the Program Audit is to evaluate programs rather than teachers. No records of individual classroom observations are labeled with teachers' names or retained in personnel files.

33. FCPS PHONE NUMBERS

MAJOR ADMINISTRATIVE SUPPORT SERVICES PHONE NUMBERS

Office	Phone Number
Area I	768-1122
Area II	941-8404
Area II	938-6401
Area IV	591-6710
Certification	750-8569
ESL Program	698-7500
ESS (Science Kits)	820-0340
Instructional Services	698-7500
James Lee Media Center	536-2600
Payroll Branch (see Record Keeping, card 26)	
Professional Library	591-4514
Title I Program	698-7500
Fairfax School Employees Federal Credit Union	323-0246

34. "ALPHABET SOUP"

FAIRFAX COUNTY'S "ALPHABET SOUP"

AA -	Administrative Aide (secondary schools)
AP -	Assistant Principal
BLS -	Basic Learning Skills
CAI -	Computer-Assisted Instruction
CMI -	Computer Managed Instruction
DIS -	Department of Instructional Services (Mason ville Center)
DMIE -	Distributed Management of Instructional Environments
DPDS -	Department of Planning and Development Services
EBO -	Evaluation by Objectives
ESL -	English as a Second Language
ESS -	Elementary Science Study
ETAC -	Elementary Teachers Advisory Council
FCPS -	Fairfax County Public Schools
GE -	Grade Equivalent
GED -	General Educational Development (adult program for high school equivalency certification)
GSV -	Growth Scale Values
G/T -	Gifted/Talented (center/school based)
HR -	Human Relations (office in Department of Personnel Services)
ICRT -	Individual Criterion-Referenced Test
IEP -	Individualized Educational Program
INV-10 -	Invoice For Ordering Materials/ Supplies
MCT -	Minimum Competency Test
MDSD -	Multi-Dimensional Screening Device (2nd-6th graders)
MET -	Management for Effective Teaching
MIS -	Management Information System
MRT -	Metropolitan Readiness Test
NGT -	Nominal Group Techniques
NRT -	Norm Referenced Test
PAC -	Parent Advisory Council
POS -	Program of Studies
PTO -	Parent Teacher Organization
Pyramid Group	One secondary school, or one high school and one intermediate school, with several elementary schools feeding into it
ORE -	Research and Evaluation (office in Department of Planning and Development Services
SAC	Superintendent's Advisory Council
Section F -	Textbooks and supplementary materials
SOL -	Standards of Learning
SOQ -	Standards of Quality
SRA -	Science Research Association
SSM-5 -	Form to be used for repair of an equipment item
STAC -	Secondary Teachers Advisory Council
VPAC -	Volunteer Personnel Advisory Council
VT -	Visiting Teacher, School Social Worker

35. COMPUTER TERMS

COMPUTER TALK: A BEGINNING

C.P.U.
Central Processing Unit is the brains of the computer—the part of the computer that "thinks".

Power Up
Turn on the system.

Power Down
Turn off the system.

Peripherals
The devices attached to a computer such as the display unit (TV), Printer, Disk Drive, etc.

Program
A list of instructions to the computer, telling it what to do and when to do it.

BASIC
Beginners All-Purpose Symbolic Instructional Code = A "language" used to write programs for the computer using English words and phrases.

C.R.T.
Cathode Ray Tube = The computer's "TV screen" showing what's in there. The C.R.T. is the computer's way of talking. It is also referred to as a display unit or terminal.

Terminal
A unit for conversing input/output) with the computer. It has a keyboard, plus display or print-out.

T.V.T.
Television Typewriter is a keyboard and electronics specially designed to turn the TV into a terminal.

Bug
The cause of malfunction, usually in a program — can be hard to find. Any error or mistake.

Floppy Disk
The diskette on which computer programs are stored.

Mass Storage
Any way of keeping alot of information *outside* the computer but available to it. This is the computer's "memory". Most common kinds of mass storage are *tapes* and *disks*.

Input
The information that goes *IN* to the computer system. The computer's "food".

Output
Using the program put into the computer as instructions and the data for information, the output is the finished product the computer system *produces*.

Data
The information that gets *worked over* when the program runs. Data is all the information the computer uses — everything that is put into the computer to store and retrieve.

RAM
Random Access Memory = Temporary storage used by computer to allow you to change the data you have put into it, which is then transferred to a mass storage device.

ROM
Read Only Memory = This is memory also, but is has been programmed to give out the same kind of information all the time. It never forgets and cannot be changed. (Set by computer manufacturer)

Interface or I/O (input/output)
A connector that "translates" between two parts of the system. You generally need one interface for each peripheral that you hook to your computer.

36.
HUMAN RELATIONS

EVALUATING EDUCATIONAL MATERIALS FOR PLURALISM

A pluralistic curriculum reflects the heterogeneity in American society today. This means recognizing our diversity of races, religions, ages, lifestyles, geographic locations, and ethnic heritages. It means showing both men and women in a variety of roles, and handicapped people leading satisfying and useful lives.

For inclusion in a pluralistic curriculum materials must have balance and perspective. It is important that in selecting materials, focus be put on those factors that, appropriate to the type and level of material, reflect pluralism. The following questions might be helpful in determining if materials are pluralistic:

- Are men and women shown in a variety of roles and not only in traditional ones?
- Are Black men and women shown in leadership and academic roles as well as athletic, music, and dancing roles?
- Are Native Americans shown in urban, modern settings as well as in traditional, tribal, rural settings?
- Are Africans pictured in urban, modern scenes as well as in rural, tribal scenes?
- Are rural White people shown as productive people doing a wide range of normal activities?
- Are Black people shown in urban/suburban middle class scenes as well as in urban ghetto and poor rural scenes?
- Are Asian, Spanish and other minority people shown in typical American roles and dress as well as in their "native" costumes?
- Are Black people shown in pictures and cartoons with their natural features?
- Are minorities and women represented in token numbers or do they appear throughout the material in a variety of roles and settings?
- Are men of all races depicted in traditional male as well as nontraditional male roles?
- Are handicapped men and women shown in a variety of active roles and not as helpless victims?
- People of a variety of ages should be shown in different roles.

A "NO" to any of these questions would indicate that the material being considered may not be appropriate for inclusion in a learning situation in the classroom.

RECORD KEEPING IDEAS

Contents

Title	*Card Number*
Record Keeping Ideas	1
Planning a Record Keeping Code	2
Using a Numerical System	3
Keeping Anecdotal Records	4
Cumulative Permanent Records	5
Class List	6
Emergency Care Cards	7
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Fire Drill List	9
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Textbooks Issued	11
Room Mothers/Fathers	12
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Special Student Schedule	14
Student Birthday List	15
Student Birthday List (Continued)	16
Federal Survey Forms	17
Telephone Conferences Record	18
Notes Sent to Parents	19
Interim Sent to Parents	20
Report Cards Signed	21
Class Officers	22
Class Helpers	23
Good Citizen Record	24
Class Parties	25
Monthly Payroll Branch	26

1. RECORD KEEPING

RECORD KEEPING IDEAS

- Maintain student work folders—include samples throughout the school year to show progress.
- Provide color-coded trays (a separate color for each group) for student to use as storage bins for completed work.
- Maintain student folders in a file tray or bin. Let students and aides do filing.
- Maintain a notebook with a page for each student.
- Develop a system for assessing progress; for example, one problem in every five, all problems for a particular concept, etc. While not every paper needs to be marked, the system chosen should be defensible.
- Use checklists and grid sheets whenever possible. (See Teacher Plan Book folder.)
- Develop a file of supplementary instructional materials that work. Note date of use and success indicator.
- Maintain a classroom library, with children using the checkout cards.
- Determine records that are needed and useful. Identify a purpose for each record, for instance, grouping, student progress, planning, etc.
- Use student contracts.
- Meet with pyramid schools and share ideas on record keeping and reporting.
- Use three-hole paper and binder to assist in record keeping of unit ideas.
- Carry cards for making notes to small-group instruction. Make notes, date them and drop them into students' folder for use at conference time.
- Use pencil when listing names of students for reading or other groups. Then it is easy to erase and switch names from one group to another.
- Have students participate in record keeping, e.g., maintaining weekly journals, samples of writing, recording books read, skills mastered, concepts understood, and projects and creative work completed.
- Adjust record keeping so as to work best for you, incorporating ideas that help you accomplish your purposes. (see Record Keeping card 2.)

2. RECORD CODING

PLANNING A RECORD KEEPING CODE

Teachers have found that the best record keeping system is one that does not require an excessive amount of time. The following suggestions might be helpful when planning a coding system:

- Decide what should be recorded and devise a simple code.
- Avoid codes that are meaningless to others.
- Avoid copying from one record to another whenever possible.

Below are a few samples of codes that can be used:

+	Exhibits understanding
—	Does not understand
/	Skill introduced
\	Skill achieved
W	Weak
S	Strong
ab	Absent
R	Returned signed
G	Good
P	Poor
F	Fair

3. NUMERICAL SYSTEM

USING A NUMERICAL SYSTEM

The following is a simple record keeping system suggested by classroom teachers:

- Arrange the class list in alphabetical order. Number the alphabetized list and assign the number beside the student's name as his or her permanent number. (This system helps to avoid rewriting the class list as new students enroll.)
- Use the student's number, as well as name, on file folders, work, report cards, attendance cards, etc.
- Direct students to always put their assigned number in the top right hand corner of the paper to aid in record keeping and filing.
- File the student's work by his or her number.
- Locate the student's number in the grade book or on the MET Record Keeping cards and enter his or her name as forms, permission slips, etc., are returned.

Use only the student's assigned number on his or her written work when it is being scored by aides or students to ensure privacy.

5. CUMULATIVE RECORDS

CUMULATIVE PERMANENT RECORDS

Content of the student cumulative permanent record should contain continuous and current records of significant factual information regarding the personal and educational progress and growth of individual students. Information in the records should not be inaccurate, misleading or otherwise in violation of the privacy or other rights of students.

Include:

- Date of birth
- Birth certificate number
- Present address (in pencil).
- Number of children in family (any new additions to family)
- Standardized test results
- Record of attendance
- Latest picture
- Information which parents submit for inclusion
- Grades and promotion information
- Notice of the existence of a special service folder, if applicable

Do not include:

- Any written materials by teachers or administrative personnel
- Records maintained by a physician, psychiatrist, psychologist, or other recognized professional with respect to the provision of treatment to the student

Note: Parents have the right to inspect and review the records relating directly to their children or legal wards. All others (except certain school officials, local, state, and federal) must obtain written consent of the parent.

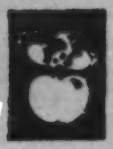
4. ANECDOTAL RECORDS

KEEPING ANECDOTAL RECORDS

An anecdotal record is a concise report of the actions and statements of a student noted in a specific situation.

Anecdotal records can be most helpful when planning, evaluating student progress, and communicating with parents or administrators. The following suggestions might be helpful when setting up a system:

- Use a notebook, card, or folder system to write comments regarding individual student behavior and academic progress.
- Record notations on observations, interviews, comments, and quotations from the written work of students.
- Keep a daily log from which trends and patterns can be identified for any student who exhibits atypical behavior.
- Keep a memorandum pad handy and jot down a brief note, dated, about any unusual behavior or any significant change in the student. Insert the note in the student's folder. Review and summarize the notes from time to time.
- Share the information with the principal and the screening committees when there is a need for determining assistance for which the student is eligible.



6. CLASS LIST

CLASS LIST (19 ____ - ____)

	NAME	PHONE NUMBER
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

	NAME	PHONE NUMBER
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		
41.		
42.		
43.		
44.		

6. CLASS LIST

CLASS LIST (19 ____ - ____)

	NAME	PHONE NUMBER
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
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10.		
11.		
12.		
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16.		
17.		
18.		
19.		
20.		
21.		

	NAME	PHONE NUMBER
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
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31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		
41.		
42.		
43.		
44.		

7. EMERGENCY CARDS

EMERGENCY CARE CARDS (RETURNED)

NOTE: List student's name by an assigned number. A quick check will show students with cards missing.

	Student's Name	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

	Student's Name	Date
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		

8. BUS STUDENTS

BUS STUDENTS

Name	*Route/Run*

Name	*Route/Run*

7. EMERGENCY CARDS

EMERGENCY CARE CARDS (RETURNED)

NOTE: List student's name by an assigned number. A quick check will show students with cards missing.

Student's Name	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student's Name	Date
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
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29.	
30.	
31.	
32.	
33.	
34.	
35.	

8. BUS STUDENTS

BUS STUDENTS

Name	*Route/Run*

Name	*Route/Run*

9. FIRE DRILL

FIRE DRILL LIST

Class/Period _____

Names of Students

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

21. _____
22. _____
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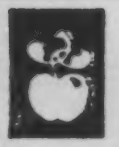
32. _____
33. _____
34. _____
35. _____
36. _____

9. FIRE DRILL



FIRE DRILL LIST

Class/Period _____

Names of Students

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
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27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____

10. MEDIC-ALERT

MEDIC-ALERT LIST

The medic-alert list is confidential information and should not be posted for students to see or be discussed with other parents. However, other teachers who work with the children involved should be alerted to appropriate procedures needed.

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

Name _____

Problem _____

Procedures _____

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Name _____

Problem _____

Procedures _____

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Name _____

Problem _____

Procedures _____

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Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

10. MEDIC-ALERT

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The medic-alert list is confidential information and should not be posted for students to see or be discussed with other parents. However, other teachers who work with the children involved should be alerted to appropriate procedures needed.

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

_____

_____

Name _____

Problem _____

Procedures _____

11. TEXTBOOKS ISSUED

TEXTBOOKS ISSUED
(19 ____ - ____)

Subject _____

Title of Book _____

Student's Name	Book No.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student's Name	Book No.
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	

12. ROOM PARENTS

ROOM MOTHERS/FATHERS

Name	Phone Number

11. TEXTBOOKS ISSUED

TEXTBOOKS ISSUED
(19 ____ - ____)

Subject _____

Title of Book _____

	Student's Name	Book No.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

	Student's Name	Book No.
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		

13. PARENT AIDES

PARENT AIDES

Name Phone Number

Scheduled to Help:

Day

Time

Talent/Skills

Name Phone Number

Scheduled to Help:

Day

Time

Talent/Skills

Name Phone Number

Scheduled to Help:

Day

Time

Talent/Skills

Name Phone Number

Scheduled to Help:

Day

Time

Talent/Skills

14. SPECIAL STUDENTS

SPECIAL STUDENT SCHEDULES

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

14. SPECIAL STUDENTS

SPECIAL STUDENT SCHEDULES

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

Special Class _____

Teacher _____ Room No. ____

Student's Name Day/Time

_____

_____

_____

_____

15. BIRTHDAYS

STUDENT BIRTHDAY LIST
(19 ____- ____)

Name *Day*

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

Name *Day*

JANUARY

FEBRUARY

MARCH

(Continued)

16. BIRTHDAYS (CONTINUED)

Name	*Day*
APRIL	
MAY	
JUNE	
JULY	

AUGUST

17. FEDERAL FORMS

FEDERAL SURVEY FORMS (RETURNED)

Note: List student's name by an assigned number. A quick check will show students for whom a form is missing.

Student's Name	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student's Name	Date
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	

17. FEDERAL FORMS

FEDERAL SURVEY FORMS (RETURNED)

NOTE: List student's name by an assigned number. A quick check will show students for whom a form is missing.

Student's Name	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student's Name	Date
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	

18. PHONE CONFERENCES

TELEPHONE CONFERENCES RECORD

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

18. PHONE CONFERENCES

TELEPHONE CONFERENCES RECORD

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

Name _____

Date _____ Phone No. _____

Purpose _____

_____

_____

19. NOTES SENT

NOTES SENT TO PARENTS

Note: Write notes in carbon to save time and for record keeping.

Name _____ Date ____

Reason _____

_____

_____

Name _____ Date ____

Reason _____

_____

_____

Name _____ Date ____

Reason _____

_____

_____

Name _____ Date ____

Reason _____

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Name _____ Date ____

Reason _____

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Name _____ Date ____

Reason _____

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Name _____ Date ____

Reason _____

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Name _____ Date ____

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Name _____ Date ____

Reason _____

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Name _____ Date ____

Reason _____

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Name _____ Date ____

Reason _____

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Name _____ Date ____

Reason _____

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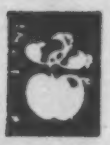
_____

Name _____ Date ____

Reason _____

_____

_____



20. INTERIMS SENT

INTERIM SENT TO PARENTS

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

20. INTERIMS SENT

INTERIM SENT TO PARENTS

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd.

Name _____ Date ____

Reason _____

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_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

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_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

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_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

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_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

Name _____ Date ____

Reason _____

_____

_____ Date Ret'd. ____

21. REPORT CARDS

REPORT CARDS SIGNED

Note: List student's name by an assigned number. A quick check will show students for whom a card has not been signed.

	Student's Name	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

	Student's Name	Date
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		

21. REPORT CARDS

REPORT CARDS SIGNED

Note: List student's name by an assigned number. A quick check will show students for whom a card has not been signed.

Student's Name	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student's Name	Date
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
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29.	
30.	
31.	
32.	
33.	
34.	
35.	

21. REPORT CARDS

REPORT CARDS SIGNED

Note: List student's name by an assigned number. A quick check will show students for whom a card has not been signed.

Student's Name	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Student's Name	Date
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	

22. CLASS OFFICERS

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

President _____

Vice President _____

Secretary _____

Treasurer _____

_____

CLASS OFFICERS

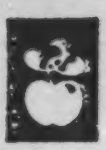
President _____

Vice President _____

Secretary _____

Treasurer _____

23 CLASS HELPERS



CLASS HELPERS

Chalkboards _____

Plants _____

Lights _____

Trash _____

Windows _____

Books _____

Papers _____

Line leader _____

Monitors _____

Errands _____

CLASS HELPERS

Chalkboards _____

Plants _____

Lights _____

Trash _____

Windows _____

Books _____

Papers _____

Line leader _____

Monitors _____

Errands _____

24. GOOD CITIZEN

GOOD CITIZEN RECORD
(19 ____ - ____)

Name	*Date*

GOOD CITIZEN RECORD
(19 ____ - ____)

Name	*Date*

25. CLASS PARTIES

CLASS PARTIES

1. Date _____ Time _____

2. Date _____ Time _____

Students Who Have Paid Fee

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19. _____ 20. _____
21. _____ 22. _____
23. _____ 24. _____
25. _____ 26. _____
27. _____ 28. _____
29. _____ 30. _____
31. _____ 32. _____
33. _____ 34. _____
35. _____ 36. _____

Students Who Have Paid Fee

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19. _____ 20. _____
21. _____ 22. _____
23. _____ 24. _____
25. _____ 26. _____
27. _____ 28. _____
29. _____ 30. _____
31. _____ 32. _____
33. _____ 34. _____
35. _____ 36. _____

Fees given to _____
(Name)

Date _____

Total Amount _____

25. CLASS PARTIES

CLASS PARTIES

1. Date _____ Time _____

2. Date _____ Time _____

Students Who Have Paid Fee

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19. _____ 20. _____
21. _____ 22. _____
23. _____ 24. _____
25. _____ 26. _____
27. _____ 28. _____
29. _____ 30. _____
31. _____ 32. _____
33. _____ 34. _____
35. _____ 36. _____

Students Who Have Paid Fee

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19. _____ 20. _____
21. _____ 22. _____
23. _____ 24. _____
25. _____ 26. _____
27. _____ 28. _____
29. _____ 30. _____
31. _____ 32. _____
33. _____ 34. _____
35. _____ 36. _____

Fees given to _____
(Name)

Date _____

Total Amount _____

26. PAYROLL BRANCH

MONTHLY PAYROLL BRANCH

Employee Last Name	Phone Number
A-C	750-8501
D-G	750-8502
H-L	750-8503
M-R	750-8504
S-Z	750-8505

Calls to the Payroll Section should be placed directly to the individual involved in the particular function. This will expedite the response to your inquiries with the least amount of inconvenience to you.

Notes:

ACTIVITY IDEAS

CONTENTS

Title	Card Number
Bulletin Boards	1
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Nouns and Verbs	7
Painting Word Pictures	7
Stump the Class	8
Variety in Use of Descriptive Words and Phrases	8
Visualizing Pictures	9
Word and Phrase Hand-Me-Downs	9
Words and Phrases	10
Map Work	10
Finish the Story	10
Wrapped Package	11
Write a Conversation	11
Writing From a Film	11
Space Story	11
Story Starters	12
Storytelling Pictures	12
Substitution Technique	13
Book Jackets	13
Making Comparisons	13
Describing Inventions	14
Recipes for Stories	14
Autobiographies	14
A Trip to Anywhere	15
Expressing Emotions	15
Favorite Smells	15
Sniff Box	15
Art and Story	16
Draw a Word	16
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Detective Practice	17
Classification of Ideas and Things	17
Letter Writing	18
Letter to Myself	18
In the Author's Judgement	18
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Cinquain	20
Haiku	20
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Peer Gynt Suite	22
Masterpiece Contest	22
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1.
BULLETIN BOARDS

Suggestions For Bulletin Boards

Bulletin Boards are the barometers which tell what's going on in the classroom. They help teachers "sell the product" to young people. Industry has discovered that consumer knowledge of nationally advertised products is based on the information which appears on highway bulletin boards. Industry spends more than a hundred million dollars a year on advertising bulletin boards.

Bulletin boards in classrooms can be used to celebrate certain weeks of the year; to make note of special days, seasons, and holidays; to motivate reading or any subject; to display student work; and to enhance learning centers.

Bulletin boards can be planned and made by students collecting posters, announcements, charts, clippings, data, diagrams, drawings, graphs, maps, models, news items, object pictures, specimens of materials, and other student work.

A few suggestions follow:

- Cartoon collection about one subject or a "Cartoon of the Day".
- World map with ribbons or colored strings from each news event of the day to the place on the map where the event occurred. This can also be done with various jackets of books describing settings of stories around the world.
- Newspaper headlines are always eye-catching, especially several different newspapers' treatment of the same story.
- *The Egyptian Inquirer*—an imaginary ancient newspaper featuring historical events or *The Space Monitor*, latest news from the space frontier.
- A stamp display from a section of the world may introduce a new unit of geography.
- An early exploration bulletin board could include continents of the world in white on a blue ocean background. White strings could be used to chart the routes of explorers.
- Conservation of resources is always a popular topic. Forest fires, flood control, use of minerals, wild animals and bird migrations lend themselves to interesting displays. A map of the U.S. showing the "real" resource (coal, copper, etc.) located at its source is of interest to students. A map of foods, i.e., oranges from Florida, peanuts from Georgia, apples from Washington, appeals to a student's imagination.
- A time line running around the room with landmarks added as the year progresses and events occur in the classroom.

Examples of sentences which might inspire a bulletin board follow:

- This morning I looked into my mirror and saw that I had turned into a _____.
- "Everyone is a moon, and has a dark side which he never shows to anybody." Mark Twain.
- It's a Dog's Life (students write a diary from their pet's point of view).
- Do we really mean what we say? (Illustrated examples: It rained cats and dogs. She ate like a pig.)
- A Summer Garden (Illustrate literally names of flowers). Examples: Tiger Lilly, Cockscomb, Baby's Breath, Lady Slipper, Snap Dragon, Sun Flower, Dandelion.
- If I had a million dollars to spend ...
- If YOU were a FISH how would you... (smell, sleep, eat, breathe, see, hear, digest, reproduce).

2.
HOLIDAYS

TYPES OF HOLIDAYS

1) Religious Holidays
   Yom Kippur, Christmas, Pentecost, etc.

2) National Holidays
   Labor Day
   Veterans Day
   Columbus Day
   Thanksgiving Day
   Christmas
   New Year's Day
   Inauguration Day (every four years)
   Washington's Birthday
   Memorial Day
   Independence Day

3) Holidays by Proclamation
   The President of the U.S. or the governor of any state may declare a holiday.

4) Regional Holidays
   Days that are celebrated in a particular part of the country.

September

Labor Day: (First Monday) In recognition of American workers, their leaders and their organization.

Rosh Hashana: (Variable) Jewish New Year. The first of the High Holy Days which marks the beginning of a ten day period of penitence and spiritual renewal.

Yom Kippur: The tenth day of penitence. The most holy day in the Jewish year. (Day of Atonement).

October

Columbus Day: (Second Monday) The discovery of the Americas. Columbus landed at San Salvador, October 12, 1492.

Halloween: (Oct. 31) An ancient observance. In B.C., the Celts of the British Isles and Northern France, paid homage to the sun by burning crops and animals in a ceremony on this date. "Trick or Treat" originated in England as "going-a-souling". The pumpkin came from an Irish custom of carving out a turnip and putting a grinning face on it.

November

Election Day: (Always the first Tuesday following the first Monday)

Veterans Day: (Nov. 11) In recognition of American veterans of all wars of the United States. Formerly Armistice Day marking the armistice which ended World War I.

Thanksgiving Day: The Pilgrims' observance of their harvest and a time of giving thanks for the past year's gifts.

December

Hanukah: Feast of lights celebrated by Jewish people. Eight-day festival celebrating the rededication of the Temple to the service of God.

Christmas: The birth of Jesus Christ to Christians. (Dec. 25)

January

New Year's Day: First day of the New Year fixed at January 1 in 1582.

Martin Luther King's Birthday: Civil Rights leader born January 15, 1929.

February

Lincoln's Birthday: Abraham Lincoln, sixteenth President of the United States, born February 12, 1809

3.
HOLIDAYS (continued)

Valentine's Day: (Feb. 14) An ancient Roman custom based on Cupid, the son of the Goddess of Love.

Washington's Birthday: (third Monday) George Washington, first President, born on February 22, 1732.

March

St. Patrick's Day: (March 17) St. Patrick is the beloved patron saint of Ireland.

Easter: (Variable) Christians celebrate the resurrection of Jesus.

April

April Fools Day: (April 1) Perhaps from India, the Hindus celebrated a spring feast called Holi, when jokes and tricks are played on people. Another theory is that a new calendar caused April Fool's Day. Mark Twain said, "April 1st: This is the day upon which we are reminded of what we are on the other three hundred and sixty-four."

May

May Day: (May 1) May Day is an old English custom adopted by Americans. Young and old people dance around a "maypole".

Mother's Day: (Second Sunday) A day honoring Mothers.

Armed Forces Day: (Third Saturday) A day honoring all branches of the armed forces.

Memorial Day: Originally, Decoration Day, honoring the dead of the Civil War. Now this day honors all who died in war.

June

Father's Day: (Third Sunday) An unofficial holiday believed to have been started in Spokane, Washington, in 1910 by a Mrs. Dodd who wished to honor her father.

July

Independence Day: The Declaration of Independence was signed on July 4, 1776.

4. EARLY A.M. ACTIVITIES

EARLY MORNING ACTIVITIES FOR STUDENTS

Activities with special early morning appeal might include the following:

- How many words are you able to make out of the name of the current month, current names in news, current day, the season, or any appropriate word?
- Write a story about your experiences over the past weekend.
- Write a diary of what you did from the moment you arrived home from school yesterday until you went to bed. Include what you ate, what you read, or what you watched on television.
- Draw a map of your route home from school using north, south, east, and west. Put the streets and their names on the map as well as landmarks, such as, a store, church, or park. Write up the directions for a friend using terms, such as, "go north one block on Front Street, east three blocks, etc."
- Make a picture dictionary. The primary student drawing pictures to illustrate words, and the upper elementary student using difficult words showing pronunciation, the definition, and a sentence with the word in it.
- Use the newspaper each day to discuss news articles of local, national, and international concern. Ask students to prepare reports on the news using maps to pinpoint the exact locale of each story. Students may take turns giving the local weather report each day.
- Use advertisements to develop a student's understanding of the use of propaganda techniques. Compare advertised products (whenever possible), or compare articles written about the same event or topic. Make up a student advertisement book.
- Make a book of riddles, fables, tall tales, or a written report of a favorite subject or the hobby of a student. Upper elementary students may want to make a cartoon book after studying cartoons in the newspaper.
- Post on the bulletin board a series of addresses of school systems around the United States. Students may wish to correspond with someone in an interesting place.
- Choose an edible object, i.e., peanut, jelly bean, as a theme for the day. Give one to each student and ask them to use their five senses to describe the object. The history of the object should be written up as well as a story or poem about its present usefulness. Find the number of rhyming words and the number of words which can be made from the name of the object. Students may wish to make illustrations using numbers of the object, i.e., "How many peanuts in the shell would it take to fill a milk carton?" "How many peanuts in the shell would it take to make a line to the principal's office?" "To your house?" Draw a person made out of peanuts, cut it out and display it. Imagine the peanut shell to be the bed of a miniature person and write about your life and adventures as a "Tom Thumb" size person.

5. 63 ACTIVITIES: INTRODUCTION

SIXTY-THREE LEARNING ACTIVITIES

INTRODUCTION

Learning activities have a number of purposes. An activity may be used when regular classroom plans change abruptly or when a change from the regular routine is desirable. An activity may also be used to introduce a new objective from the *Program of Studies* or to supplement and reinforce familiar concepts. It is necessary to know the purpose of the activity and to identify the specific teaching objective in order to determine what the learning experience will be for the student.

The official curriculum of the Fairfax County Public Schools, the *Program of Studies*, states "The Language Arts program K-6 is designed to develop in students the ability to listen, speak, read and write effectively; students learn this ability by receiving and communicating ideas and information in activities that have meaning and purpose."

Many of the following activities require students to use listening, speaking and writing skills. The activities, however, can be used effectively with specific objectives in other appropriate areas of the *Program of Studies*.

NOTE: Planning for these activities should allow for the various levels of difficulty according to the needs of students. Teachers can use their creativity and imagination in adapting these activities to meet their program requirements.

6.
ACTIVITIES

AN ADJECTIVE ACTIVITY

■*Choose* a picture with one central character or building such as a clown, a lighthouse, a baby, etc. Hold the picture up so it *cannot* be seen by the group. Ask one student to look at the hidden picture and give one word which describes it. Ask another student to guess the name of the central figure or building. If the guess is incorrect, allow the first student to look at the picture and describe it with another adjective. A third student tries to guess the identity of the central figure or building. Continue this until a student makes the correct guess. All adjectives are listed on the board.

■Ask students to bring pictures of ads which are then displayed on the wall. Through group discussion the nouns symbolized in the ads are written on the board with appropriate adjectives. Students write own ad for the product pictured using adjectives to describe the nouns.

■Each day put an object of unusual texture in a "touch and feel" box. Students examine the object by feeling with their hands only.

Descriptive words are recorded for later discussion, for example: furry, prickly, smooth, bumpy, slippery, etc.

■Display magazine pictures which would call for these adjectives; furious, cuddly, mischievous. Students may act out the adjectives for reinforcement.

■Build a new vocabulary of adjectives by reserving a section of wallboard for this. Add a new adjective each day using it as often as possible with the group.

■Tell the students:

"Last night we had a terrific wind storm. Suppose I had never seen a storm before. How would you describe it to me? Try to make use of all the senses in your description." Encourage the students to experiment with descriptive ideas. The words and phrases are recorded on the board and later discussed. These may be categorized by their sense appeal with each category labeled appropriately: sight, taste, sound, touch, and smell. Ask students to write a story about a storm using descriptive language.

■Ask students to make a dictionary of familiar words (the primary student drawing pictures to illustrate the words and the upper elementary student showing pronunciation, definition, and writing the word in a sentence).

7.
ACTIVITIES

NOUNS AND VERBS

- Tape several interesting pictures on the board. Ask students to name all nouns associated with each picture.
- Ask each student to bring a pictured advertisement from a magazine. All nouns in each picture are written down first by the student who brought the picture and then for a friend's picture. The lists and pictures are then traded back and the list of nouns are analyzed for similarities, differences, uniqueness, appropriateness and other qualities, such as homonyms and synonyms.
- Write the beginning of a sentence (the subject) at the board or on a chart as "The frightened bear...." Ask the students to think of as many ways as possible to complete the sentence giving the verb next. This may become a written exercise.
- Ask students to pantomime basic actions, and discuss what verbs could be used to describe actions such as:

  Wash and dry dishes.

  Put on coat and button it.

  Eat hot dog dripping with mustard.

  Tape pictures on board for students to discuss and list all verbs suggested in each picture.
- Write the action part of a sentence (the predicate) on the board such as, "_____ jumped over the fence." Students complete the sentence with many different nouns.

PAINTING WORD PICTURES

- Ask students to talk about ways they can say:

Pretty	*Mad*
beautiful	cross
lovely	angry

  Choose a timely topic, such as rain, fog, or the sea, and paint word pictures. First, place categories across a chart or board as shown below:

Topic *Feel* *Taste* *Hear* *Smell* *Sight*

  List titles under the first category and descriptive words or phrases for the five senses under the remaining categories. Ask students to continue the chart.

Topic	*Feel*	*Taste*	*Hear*	*Smell*	*Sight*
The sea	happy	salty	noisy	clean	sparkly
The sand	warm	gritty	silent	salty	gray
The fog	damp	cool	quiet	fresh	rolling
The rain	gloomy	wet	beating	clean	big drops

  Students may wish to make their own charts.

8.
ACTIVITIES

STUMP THE CLASS

- Ask students to find words with definitions others in the group do not know. If the word "stumps" the class, place the word on a chart with definition and "stumper's" name. The student who brought the word must be able to define it and use it in a sentence. At a later time, the words may be used in a game or in lists.

VARIETY OF USE OF DESCRIPTIVE WORDS AND PHRASES

- Make up a paragraph in which the same over-worked adjective, such as *pretty*, is used ten or twelve times. Give each student a copy of the paragraph and ask for a replacement adjective which will describe a scene more picturesquely. Discuss the effect of overuse of words.
- Ask the students to describe in a sentence something they saw on the way to school. After each student has had an opportunity to share, record one of the sentences on the board. Ask the students to experiment with changing the words or phrases that describe the noun without changing the basic meaning of the sentence.

9.
ACTIVITIES

VISUALIZING PICTURES

■Select a familiar story, "Goldilocks and the Three Bears" for the primary student and an appropriate story for the upper elementary student. Do not display any illustrations for the group. After reading the selected story, ask questions which will help to visualize the story.

Examples from "Goldilocks":

How would you describe a forest?

If you could have met Goldilocks, how do you think she would have looked?

What do you think Goldilocks might have seen as she was walking by herself in the forest, other than the bear?

What are some things the bears might have said when they were picking berries?

■See how many picture words—descriptive words—the students can suggest to describe key nouns from the story:

Porridge...piping hot, creamy, thick
Beds...feather soft, wide, cozy
Bears...
Forest...
Berries...

■Pose the following problems:

Suppose in a story we want the reader to feel sleepy. How many words can we think of to describe a sleepy person? What actions does a sleepy person exhibit? Pantomime a sleepy person.

How would we describe an excited person?

■Ask the group to fill in these blanks so that the reader gets one impression of the house. (It could be haunted, beautiful, a log-cabin, run-down, or a mansion.)

The _____ house stood _____ . It was _____ . The yard was _____ with _____ flowers (dying, growing, climbing) beside a _____ . In front of the _____ (another word for house) was a _____ . As I passed by, I felt that the family who lived in this house was _____ .

WORD AND PHRASE HAND-ME-DOWNS

Old expressions have found their way into many stories. Some of these common words and phrases used by older people are not comprehended by younger people. The following are examples of such words and phrases which can be introduced and explained to help with their reading and understanding of conversations:

Flapper	Flabbergasted
Ham it up	Red as a beet
Palavered	Wise as an owl
Sly as a fox	Happy as a lark
Runningboard	Proud as a peacock

A fine kettle of fish
Knee high to a grasshopper
A stitch in time saves nine
Penny wise and pound foolish
Born with a silver spoon in her mouth

10.
ACTIVITIES

WORDS AND PHRASES

Prepare a collection of interesting words or phrases in a box. Ask each student to draw a slip from the box and tell what the word or phrase means. If a particular word has no meaning to the student, another word is drawn from the box. Suggested words and phrases are:

Fog	Nightmare
Mud	Late again
Ghost	The stranger
Grave	Rolling waves
Pride	My worst scare
Snake	Telephone rang
Hurry	Little, old dog
Flash	And it was all over

The students may write a story which the word suggests.

MAP WORK

Students make a representation of a map of the world. An imaginary island is located somewhere and given a special name. Each student gives the longitude and latitude of the island. When the map is complete, a story is written about each island in its geographic setting. The story should tell about life, industry, food, wildlife, and the people on the island.

FINISH THE STORY

Choose one of the following as the opening for a story:

- "She's gone! Now I am going to find her diary," muttered John to himself as he crept up the stairs noiselessly.
- Mary stood stock still. Her legs refused to go. The sweat broke out on her forehead.
- Bill walked to the window to let in a little air. As he began to raise it something outside caught his eye. He stood with his mouth open. There on the lawn below the window was the strangest thing he had ever seen.
- At first the noise was very faint and seemed far away. It was an odd noise, one that the girls didn't recognize. As it moved closer they went out to see what it might be.
- There was a strange silence about the forest that night. It had an air of waiting for something to happen.
- The night was dark and stormy. Every once in a while a flash of lightning would streak across the sky. The two children looked up at the eerie, empty house. It seemed to be the only place they could go to get out of the rain, so they .....

11.
ACTIVITIES

WRAPPED PACKAGE

Wrap a package in bright paper and display in a conspicuous spot for several days. Students may write a story about the package and what might be inside.

WRITE A CONVERSATION

- Ask students to write an imaginary conversation between a ball and a bat, a shoe and a foot, a pencil and paper, etc.
- Or, write a story about an animal in a great moment of history similar to the idea of *Ben and Me*.
- Write a telephone conversation between two friends.

Ideas:

Planning a picnic

Visit to the zoo

A surprise birthday party

Excitement at the ball game

A museum visit

My brother's wedding

WRITING FROM A FILM

Show a short film without voice or sound. Discuss the season, the chronological order of events, the meaning of the events, and how much can be understood without sound.

Show the film a second time.

Ask students to write a story, description, or poem about the film—*their version.*

Finally, show the film with sound!

SPACE STORY

Create a story about an imaginary visit to another planet, or imagine you return to the school playground late one evening alone and that an unidentified flying object lands on the playground in front of you. Tell what happens to you, how you feel, how you are treated, some other planet that you visited, etc.

- Students also enjoy writing stories about monsters and ghosts. Titles may include:

"Perfect Monster Measurements"

"Diary of a Modern Ghost"

"The Dark Closet, Home of a Computerized Ghost"

12.
ACTIVITIES

STORY STARTERS.....

- If you could be any age you wanted, what age would you choose? Tell why and draw a picture of yourself at that age.
- Ask students to develop stories from the following first-sentence starters:

  "Sh-h, what was that _____ ?"
  "Wow! Look at that go _____."
  "If I had a million dollars I would ___."

- Questions such as the following could be used:

What do you think dinosaurs were really like?

Who do you think are the enemies of civilization? Do you think enemies can ever become friends?

If a bird peeked in your window in the evening, what would people in your family be doing?

Tell what you would do if you were a space person, a skin diver, or a bird.

If the ruler was a magic wand, what would you do with it?

What do you consider to be the best television show and why?

- Ask students to finish the following sentences and then develop a story:

  On weekends I .....
  My hair stood on end as .....
  I feel proud when .....
  I hope I'll never .....
  I often worry about .....
  I feel bad when .....
  I was never so embarrassed .....
  I wish people wouldn't .....

- Write a story using one of the titles below:

  Money of My Own
  Things I Want to Change
  The Day I Went to the Circus
  The Day I Went to the Moon
  The Hardest Problem I have
  I With I Had Another Name

- If you could go to any place in the universe, describe where you would go and tell whom you would take with you and how you would travel there.
- Use X-ray vision and describe an article on the inside.
- Describe your favorite animal at the zoo and tell why. Pretend you are that animal and describe your daily schedule including remarks about your keeper.

STORYTELLING PICTURES

Display a collection of pictures that might suggest an interesting, exciting, or amusing story.

Ask the students to choose any one picture and write a story about it without telling anyone which picture they have chosen.

At completion the students read their stories aloud and the group guesses which picture was the motivation for the story.

13.
ACTIVITIES

SUBSTITUTION TECHNIQUE

Read *Crow Boy* or any story about a student who feels unaccepted in a new school situation. After a discussion of the following questions, ask students to write a story changing time, setting, and characters, but with the same plot.

Who might come to school and not feel at home?

Where might a student hide?

What could a student do because of uneasy feelings?

What could a student do to become accepted?

BOOK JACKETS

Place four to six book jackets on display. Ask the students to write their own stories to be placed under commercial book jackets of their choice. Finally, ask students to design book jackets for their own original stories.

MAKING COMPARISONS

An important skill for students to learn is to accurately describe things around them. This skill can be developed through excursions into the neighborhood with opportunities for descriptive discussions along the way, or by recalling things in the environment for descriptive comparisons as follows:

A hotel *is like* a house except there's more of it.

A mountain *is like* a hill except it is much higher and bigger.

A shark *is like* a minnow except _____ _____ .

An ocean _____ a puddle _____ _____ .

A wastepaper basket _____ a thimble _____ .

Autumn _____ a color box _____ .

Snow _____ blanket _____ .

The United States _____ Virginia _____ .

The World _____ the United States _____ .

14.
ACTIVITIES

DESCRIBING INVENTIONS

Challenge each student to build or design an invention, give it a name, describe its appearance and how it works, list the materials used and perhaps write an article about the invention.

A variation on describing an invention might include a problem such as:

"Invent a machine that you could use to feed the fish while on vacation."

RECIPES FOR STORIES

- A group decides on certain ingredients that a story must contain, such as: one fiery dragon, one beautiful princess, three dreadful gnomes. Then everyone writes a story using these ingredients.
- Each group of students passes a piece of paper on which each student adds a story ingredient. The paper is folded over each entry so that no one knows what anyone else has written. Finally the paper is unfolded and the story is revealed using the ingredients previously determined.
- Students pair off. Each couple writes a story about the ingredients they draw from three envelopes. One envelope contains settings, such as: on the beach, on an island, on a crowded city street, etc. Another envelope contains characters, such as: a magician, two friends, a spy, etc. The third envelope contains characteristics, such as: lucky, afraid, brave, intelligent, beautiful or handsome, etc. Students plot and write a story based on the ingredients. The stories are then shared with the rest of the group.

AUTOBIOGRAPHIES

Ask the students to develop throughout the year a series of incidents or episodes for language lessons, such as:

The pet I love
The one I love
When I was sick
My happiest day
An early memory
A trip I remember
My biggest surprise
My first day at school
When I was all mixed up
My best (or first) friend
My most exciting experience

Each student may compile a notebook from these written incidents with a cover creatively designed and titled "My Autobiography" or "About Myself."

15.
ACTIVITIES

A TRIP TO ANYWHERE

Display pictures of Hawaii (or anywhere), jet plane, a steamship, travel brochures, and travel schedules.

State the following problem to the students: "You are going on a two-week trip to Hawaii (or anywhere). List the things that will need attention in making the plans for the trip: (a) method of transportation; (b) choice of hotels; (c) kind of clothing needed; (d) cost of food and fares; (e) flight schedules and itineraries; (f) activities while there.

Estimate what the cost will be and then find out the actual cost by checking the travel section of a newspaper or making a telephone call to the airline.

EXPRESSING EMOTIONS

- Read to the students several passages from books which show emotions such as: fear, anger, happiness, disappointment, loneliness, etc. Discuss how the people in the stories felt.

  List several feelings on the board and ask students to tell about experiences they have had expressing one of those feelings. Write stories about emotions.

- Find pictures of people showing emotions and see if the students can identify the emotions correctly. Students may want to act out rage, grief, happiness, pride, shyness, etc., their peers guessing the emotion.

FAVORITE SMELLS

Develop a bulletin board with the caption, "What Is Your Favorite Smell?" Discuss familiar odors. Ask students to bring pictures or draw pictures of the things they like to smell.

Notice different odors at home, at school, in a store, or on the side of the road.

List words *that are identified with the act of smelling.*

SNIFF BOX

Develop a "Sniff Box" by using small, plastic vials as containers for different household odors such as a few drops of vanilla on cotton, a few drops of lemon extract on cotton, ground cinnamon, ground cloves, garlic powder, nutmeg, ammonia, peanut butter, chocolate, coffee, onion, vinegar, toothpaste, and baby powder. Number each vial and ask the students to sniff and try to name all the smells. Students may write about experiences connected with a sense of smell or may wish to create an "odoriferous" poem!

16.
ACTIVITIES

ART AND STORY

Three students in three different groups start the game by drawing a line in a flowing squiggle, or jagged form on the top of a lengthy piece of paper and also by writing one sentence. The paper is folded down covering the sentence and revealing only a portion of the line. The paper is passed on to the next group of students who add to the drawing and write another sentence covering both sentence and the major portion of the drawing before passing the paper on. This same procedure is continued until every student has drawn and written a sentence on the paper. The three completed pictures and stories are exchanged and read to each group.

DRAW A WORD

Four or five groups of students may play this game. One student leader from each group meets with the teacher and is shown a word written on a piece of paper. Each student leader must be absolutely silent upon returning to the original group. The student leader then illustrates the word on a piece of paper. The group members try to guess the word from the picture representation.

The first group to guess the word wins and the teacher picks another word. The student leaders rotate turns. Some suggested words may be: democracy, government, freedom, social studies, physical education, principal, and teacher.

USING THE NEWSPAPER

Give each student a piece of the main part of the newspaper, excluding the classified and other advertisement sections. Hand out a sheet of paper asking for 15 verbs, 20 nouns, and 20 adjectives. Students can be asked to find proper and improper nouns also. The first to finish the "parts of speech" hunt is the official newspaper *Editor of the Day!*

17.
ACTIVITIES

DETECTIVE PRACTICE

- Show several detailed pictures, masterpieces of art, or magazine pictures numbered sequentially. After several minutes, remove the pictures and ask the students to write down all they can recall about the details in each picture as each number is called. The teacher may want to briefly describe the picture when calling the number, depending on the needs of the students.
- Arrange a tray containing 20 to 50 objects—thread, scissors, stapler, rubber band, cup, pens, plants, or any items you can assemble easily. Ask the students to number from one to the number of items on a piece of paper. Show each student the tray for five minutes and then hide it. The person who writes down all the items from memory is the winner.
- Prepare a paper bag with ten objects in it and ask the students to reach in and feel but not look at the objects. Ask students to correctly write down all ten objects.

CLASSIFICATION OF IDEAS AND THINGS

- Place pictures of food on a display board. Discuss the different ways in which these pictures could be classified: by color, source, kind, or by vegetable, fruit, or meat, or by nutritional elements.
- After a field trip, students may organize and categorize their experience, as follows:

  What I saw and did on this trip

  What was of critical importance to me

  What was a new experience for me

  What people I met

  What kind of transportation I used

- For homework, students may cut up a magazine, organizing and categorizing the advertisements according to a chosen subject.

18.
ACTIVITIES

LETTER WRITING

- Study samples of different kinds of letters with students:

  Friendly letters
  Business letters
  Social notes of various kinds

  Discuss the organization of each kind of letter and list the essential parts noting the difference between the parts of the friendly letter and the business letter. Then develop a letter inviting a resource person to talk to the group.

- Review the parts of letters and plan to write to a pen pal, a relative, a friend who is ill, an author.

- Ask students to compose a thank-you letter to the school maintenance person, the nurse, the librarian, or cafeteria person.

LETTER TO MYSELF

At the beginning of the school year ask students to set some goals for themselves; put those in letter form and address the envelope to themselves; seal the envelope carefully and put the letters away until the end of the school year. At the end of the year give or mail the letters to the students so they can compare their goals with what was accomplished.

IN THE AUTHOR'S JUDGEMENT....

Ask students to write a sentence stating a fact and a sentence stating an opinion. The opinion is easy to recognize because the sentence may contain words like "probably", "I think", "it seems that", or "in the author's judgment". Examples: "That cake was too sweet." "John seems upset."

Statements of fact can be tested to find out if they are true or false. Example: "The sun is shining." "It is snowing."

Ask students to read their statements and other members of the group may guess if it is fact or opinion. Illustrating a fact or an opinion often clarifies the statement.

19.
ACTIVITIES

CREATIVE POETRY

Ask: Are there any birds in your backyard? Discuss birds in general, narrowing the subject to eagles, their habitat, and their recognition as the symbol of the United States of America. Read Tennyson's six-line poem entitled "The Eagle." Discuss words such as, "crag" and "azure." Show how Tennyson used strong, descriptive words to give a feeling of the strength and individuality of the eagle.

Ask students to write a story, blank verse, or a poem attaching human qualities to or personifying something from their own experiences similar to Tennyson's style.

POEMS IN GENERAL

Ask students to write verses for holiday or greeting cards, get-well cards, congratulatory cards, or valentines.

Pick an area of interest, such as going to town, to the beach, to the circus, to school, etc.; choose one area, develop a poem and illustrate individually.

Students may create a poem about their own experiences. For example, a circus experience would include these elements:

The clown

The performers

The music of the circus

The animals of the circus

Being in the arena yourself

SIJO

The Koreans have a short-form poem called the Sijo (she-jo). It has three lines with no rhyme. It expresses deep thoughts...sadness, happiness, anger, or gaiety. It was first sung with a lute as accompaniment.

The poem is composed of three lines of no more than sixteen syllables each. A pause divides each line in the middle. In English translation, this appears as six short lines.

Symbolism for the Sijo is taken from nature. The Yin-Yang principle involving opposites is used. Mountains are opposite to water; earth is opposed to sky; sun is opposed to the rain.

An example of Sijo:

Do not grieve little birds,
Over the falling blossoms.
They're not to blame, it's the wind
Who loosens and scatters the petals.
Spring is leaving us,
Don't hold it against her.

Discuss the elements of the Sijo, ask students to create Sijo poems individually.

20.
ACTIVITIES

PICTURE POEMS

Ask students to compose poems about certain subjects, a fish, a cat, an automobile, a moon, or a tree. Shape the words to an outline of the fish, the cat, or the automobile.

A thin poem using appropriate adjectives, slender, lean, narrow, slim, skinny, underweight, slight, frail, puny, scrawny, bony, lanky, meager, or spare, can be enclosed in a tall, slim outline.

A fat poem using appropriate adjectives, plump, stout, obese, portly, chubby, can be enclosed in a large square outline.

CINQUAIN

The cinquain is a poem without rhyme that portrays a feeling. It is composed of five lines as follows:

Line 1. Title (two syllables)
Line 2. Title Description (four syllables)
Line 3. Action (six syllables)
Line 4. Feeling (eight syllables)
Line 5. Another word for title (two syllables)

Example of Cinquain:

Beggars

Poppies ..... (who or what)
Hold up their cups..... (describe or show action)
Like beggars, to the sun ..... (image or action)
Hoping that he will fill
them full.....(feeling)
Of light ..... (who or what)

Ask students to write out their ideas before trying to fit words to the above molds.

HAIKU

Haiku is composed of 17 syllables arranged in three lines as follows:

Line 1. Five syllables
Line 2. Seven syllables
Line 3. Five syllables

Examples of Haiku:

The boy in the street
He hasn't a thing to eat
What a poor, poor boy!

Over the wintry
forest, winds howl in a rage
with no leaves to blow.

—Soseki—

Create Haiku cooperatively, then individually. Illustrate a page of poetry with Japanese art by making:

Delicate brush lines made with India ink.

Unusual shapes made by spotting drops of water and paint on the paper after the India ink is dry, then blowing with a soda straw.

21.
ACTIVITIES

THIS IS MY MOTHER'S HAND

Create a few poems about some of the following:

This is my mother's hand, smile, or hair
This is my father's hand, laugh, or foot
This is my dog's paw, bark, or wagging tail
This is my cat's mew, purr, or twitching tail

Make an imprint or trace around the hand, foot, paw, etc., of the person or animal in mind. Use free verse, with attention to rhythm and line length to create a poem showing actions and/or feelings of the person or animal chosen.

WHAT IS COLOR?

Ask the students to name some of the ways they talk about color, such as, "seeing red" when very angry, or "feeling blue" on a not up-to-par day. The students will bring out related ideas such as, a gray day, a blue note, a blue Monday, the color yellow for cowardice, etc.

Read May O'Neill's *Hailstones and Halibut Bones*. Then ask the students to write their own poems about color or colors.

SUGGESTED SUBJECTS FOR PLAYS

- Read and analyze a short play to find out how a play is different from poetry, prose, or news article. Then begin to develop a short one-act play for a program.

  Outline cooperatively the plot and sequence for a one-act play. Discuss possible variations of both plot and sequence. List the possible characters needed. Ask each student to develop the outline of plot and sequence.
- Listen to the news on the radio or television, or study the headline news in the current newspaper. Make a choice as to which item of news would translate into a play by discussing and recording ideas for plots, sequence of events, characters involved and possible intrigue.
- Develop the script for a short play using as a basis for the plot, a story from the basal reader, or from a library book. Plan to videotape the play.
- Write a script about animals for a puppet show.
- Write a skit using a poem or song as the theme for the plot. Make simple, appropriate costumes and props.
- Develop a script based on a telephone conversation.
- Develop a script based on the topic "ridiculous commercials."

22.
ACTIVITIES

LEAR AND LIMERICK

Write one of Edward Lear's limericks on the board.

"There was a young lady whose chin
Resembled the point of a pin;
So she had it made sharp, and purchased
a harp,
And played several tunes with her chin."

"There was an old man in a barge,
Whose nose was exceedingly large;
But in fishing at night,
It supported a light,
Which helped that old man in a
barge."

Ask students to analyze the limerick for a pattern. Once the pattern is discovered ask students to write their own limericks.

PEER GYNT SUITE

Introduce Edward Grieg, tell of his love for his country, and describe the physical features of Norway—its fiords, its woods, and its folklore. Tell or read the story of Peer Gynt, with emphasis on the trolls in the cave of the mountain.

Play *In the Hall of the Mountain King* from the suite.

Following a discussion as to size and variations of trolls, each student draws a version of a troll. The illustrations will be placed in a "cave" on the bulletin board.

At another time play the record again. This time ask students to write about other experiences that Peer Gynt might have had in the woods or in the waters, perhaps with the trolls—or not.

MASTERPIECE CONTEST

For a period of one minute, display a very detailed masterpiece of art to your students. (Every student should have a close view.) Then ask them to remember the details and write everything down they can recall about the painting. Number the items. The student who writes the most items in the painting wins the Masterpiece contest.

NEWS ARTICLES

Write a newspaper article from facts gathered by studying a large picture.

After viewing a film such as, "Midnight Ride of Paul Revere," write a newspaper article of the event as though it just occurred.

Discuss and list the characteristics of a good television commercial, then write a commercial for a television program about a new article or product. Students may illustrate their commercials with appropriate pictures of their articles or products.

23.
ACTIVITIES

YOU ARE NOT YOURSELF

Tell students, "Remember you are not yourself anymore but rather a rocket, a ball, or a whale. Think how other things, animals or people, might treat you. Also, think how you might feel and react to this treatment. What experience might be fun and interesting for you? Don't you sometimes wonder how this big, wonderful world might seem to somebody or something different from yourself?

Write about your feelings.

YOUR PET WRITES ABOUT YOU

- Students tell each other about their pets. Explain to students, "You have probably written about your pets, but this time we're going to give your pets a chance to write about you. You pretend that you are your own pet and write about your feelings."
- Ask students to write about an inanimate object, and how it feels to be that object. Objects might be a kite, a rubberband, a garbage disposal, a musical instrument, a flower pushing its way through the dirt.

DRAWING HOMONYMS

Ask each student to choose a set of homonyms. On one-half of a 23"x18" sheet, write one of the homonyms at the top and a sentence using that word at the bottom. Illustrate it in the middle. Do the same with the other word on the second half.

Samples:

bear/bare	bore/boar
meet/meat	ore/oar
fare/fair	see/sea

TALL TALES

Read to students a couple of tall tales and then read only half of the last tale. Ask students to finish the incompleted one with one or two paragraphs.

When the paragraphs are completed, read them to the group. Discuss the impossibilities in the tall tales. Be sure the impossibilities are natural events with fantastic reasons for things being the way they are, i.e., Paul Bunyan digging the Mississippi.

When students are able to pick out events which make a tall tale, ask them to use already-known characters and write a new tall tale. Upon successful completion of this assignment, ask them to write an original tall tale, or tell each other a tall tale as an oral language experience. The activity might be called "Tall Tale Olympics" and put on videotape.

24.
ACTIVITIES

CHANGING OLD TALES

Review one of the well-known tales, such as "Red Riding Hood," "Puss and Boots," Robin Hood," "William Tell," "Cinderella," or "Sleeping Beauty," for the primary student and an appropriate tale for the upper elementary student. Students rewrite the story by changing the plot, changing the ending, or keeping the original plot, and modernizing the story.

Sample questions about a well-known tale, "Goldilocks and the Three Bears," might be as follows:

"But how would it be today?"
"Where would their house be?"
"What would they eat...pizza, chicken, tacos?"
"What would they sleep in?"

Ask students to write a well-known tale changing the location to the student's own neighborhood!

GRAB BAG IDEAS

Students draw a beginning sentence from a bag or box. Each writes a short story beginning with the sentence. Those who wish, share story with others. Ideas for sentence beginnings

"If I were a teacher _____."
"The night the lights went out I _____ _____."
"It was the third day of heavy snow when _____."
"If I were President _____."

HOW THE ..... CAME TO BE

Read several fables to the students, perhaps *How the Bear Got a Short Tail* or *How the Camel Got Its Hump*. Ask students to write their own versions of how something became what it is today.

Samples:

How the Rose Got Its Thorns
How the Pig Got a Curly Tail
How the Zebra Got Its Stripes
How the Cactus Got Its Spines
How the Elephant Got Its Trunk
How the Giraffe Got Such a Long Neck

25.
ACTIVITIES

RECIPES FOR STORIES

Ask students to write stories based on one of the following "recipes":

2 little frightened beavers
1 old eagle
1 elderly miner

1 fiery dragon
1 beautiful princess
3 dreadful gnomes

2 very, very young mice
1 very, very old cat
1 tiny baby

2 friendly spiders
1 abandoned web
1 frightened ladybug

4 little oak leaves
1 sly caterpillar
1 scheming bluejay

1 veterinarian
3 little lost dogs
1 helpful boy

3 adventuresome ants
1 bothersome cricket
1 exploring girl

2 brave nurses
1 young doctor
2 tiny patients

STORIES THROUGH SOUND

Tell the students, "Let's listen to the noises right at this moment outside our group." (The group is quiet.) "Now let's listen to some other sounds."

Play a tape recording of various sounds, such as, car brakes, thunder, breaking glass, animal noises, screaming; and a sequence of sounds without voice from a television program.

"Now pretend you are taking a long trip today. You will travel by many kinds of transportation and pass interesting places. Listen carefully for all the sounds which you will hear on your trip. Write a story including those sounds.

SCIENCE FICTION STORIES

Discuss science fiction with your group. Ask them what it means to them and if they have seen any movies or read any books lately on the subject? Ask students if they would like to try to write a science fiction story based upon current fact.

Samples:

Scientific minds have worked on the possibility of communicating with dolphins.

Scientists have thought about deep-freezing living organisms in liquid nitrogen. This would make an exciting science fiction story—the deep-freezing of a person!

26.
ACTIVITIES

SCREAMING HEADLINES—A METAPHOR

A metaphor is an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another.

"The ship plows the sea."

"A volley of oaths."

The Toaster

A silver-scaled dragon with jaws
flaming red
Sits at my elbow and toasts my bread.
—William Jay Smith—

Read one of the following poems which contain figures of speech, record the metaphors and discuss:

Coatsworth's *Tracks in the Snow.*

Vachel Lindsay's *The Moon's the North Winds' Cooky.*

Stevensons' *Windy Nights.*

Sandburg's *Fog.*

Crowell's *Shooting Stars.*

Illustrate the metaphors as a follow-up activity.

A FACE LIKE MARBLE—A SIMILE

A simile is a figure of speech in which one action, or relation, is likened or compared, often with "as" or "like," to something of different kind of quality.

Swift as a deer A face like marble

Ask students to complete similes by drawing a picture or writing a word.

Foamy as a	(picture)/(word)
Sour as a	(picture)/(word)
Slinky as a	(picture)/(word)
A nose like a	(picture)/(word)

Give students a work paper to complete with phrases such as, funny as a _____, quick as a _____, etc. This exercise can also teach students the meaning of the word "trite" because so many of the students will have similar comparisons.

■Hang up large sheets of construction paper of various colors. Ask students to pretend they must describe the colors to a blind person. The students will not be able to compare the colors to anything "seen," so they must compare the color to senses other than seeing. For example:

Brown is being home with nothing to do.
Yellow is the sound of an egg frying.

Ideas can be recorded on the board and later developed in poetry form.

27.
ACTIVITIES

WORD SEARCH PUZZLES

Make up a crossword puzzle using the names of students. Ask students to make up their own puzzles using names of presidents or any common folklore characters. Make copies for all students.

TV STORY WITH ART

With a roll of white paper, ask students to draw and color a series of scenes and illustrations from a favorite book. Roll the paper, in scroll-like manner, onto two pieces of dowling or broomstick pieces and secure it. Make a TV set by cutting a hole in a cardboard box for the "screen." Insert the dowling so the series of pictures can be rolled across the screen while the TV announcer tells the story.

CHARADES WITH TITLES

All students enjoy the dramatics of playing charades and acting out one word or many. Titles of favorite books or stories are popular themes. Follow the rules of charades simplifying them for younger students. Some titles are the following:

Rumplestiltskin	—	
Just So Stories	—	Kipling
Johnny Tremain	—	Forbes
Caddie Woodlawn	—	Brink
The Hobbit	—	Tolkien

28.
ACTIVITIES

ALPHABET PICTURES

- Ask students to bring in alphabet noodles. Tell students to take turns writing stories using the noodles. Tiny seeds may be used to outline letters of the alphabet. Large calendars of the month may be made using the noodles to mark the special days.
- Make a rebus of a title of a book or write a story or letter using a rebus. The alphabet noodles make excellent letters to use with pictures in rebus.

  Example: D + (picture of ear)
  LU + (picture of sea);
  (Dear Lucy)
- Ask students to make a copy of their own footprints. Use alphabet noodles to write the title and author of a recently completed book and the student's name on the footprint. The footprints are put on the wall and the length of the path of footprints is determined by the number of books read by the students.
- Hand out a large piece of drawing paper and ask students to draw a map of their neighborhood, including the school, grocery store, and home. Use alphabet noodles to put the names on all the streets.

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PLANNING IDEAS

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1. BEFORE SCHOOL BEGINS

PLANNING BEFORE SCHOOL BEGINS

- Mark calendar for countywide inservices, staff meetings, team meetings, etc.
- Review school handbook for procedures and policies. *Learn* fire drill procedures.
- Mark calendar for bus duties, bulletin board/showcase responsibilities, duties at break, etc.
- Review "Classroom Climate and Management" Guidelines *(Program of Studies)*.
- Set up classroom (See Arrangement, card 2.)
- Gather audiovisual equipment.
- Review "Program Standards and Guidelines" *(Program of Studies)*.
- Plan class schedule for the first few days in great detail.
- Plan activities and prepare materials to be used while informal diagnostic testing is being conducted. (See Activity Ideas, Management Cards for suggestions.)
- Identify materials and resources that will correlate with long range planning.
- Obtain class list; make name tags.
- Review students' records.
- Identify bus students and bus runs. (Use Record Keeping card 8 to record permanent list.)

2.
CLASSROOM ARRANGEMENT

SUGGESTED CHECK LIST FOR SETTING UP THE CLASSROOM

- Is the furniture appropriate to the age level of the students?
- Are the physical conditions suitable for concentration (lighting, seating arrangement, centers, etc.)?
- Is there an orderly, manageable seating arrangement?
- Will the students have an unobstructed view of the chalkboard?
- Is the room arranged so that students can interact and the teacher can observe?
- Are reference materials grouped (dictionaries, pictionaries, encyclopedias, etc.)?
- Are books and educational games available on several levels?
- Is there an open area where students can gather to be read to or for sharing?
- Are teacher's personal reference books, curriculum manuals, Program of Studies guides, etc., arranged for convenience?
- Are there ample learning and interest centers in the various subject areas?
- Are the centers attractive, set up well, and organized well?

- Are bulletin boards interestingly and appropriately created?
- Do the bulletin boards serve as learning aids? (See Activities Ideas, card 1.)
- Are materials well organized (books, art supplies, paper, etc.)?
- Is there a minimum of unnecessary materials and items not in use?
- Are charts and visual aids at students' eye level?

3.
FIRST DAY

PLANNING FOR A SUCCESSFUL FIRST DAY (PRIMARY GRADES)

Careful planning is necessary to make first experiences at school pleasant and enjoyable. For that first day, it is a good idea to plan a flexible schedule to provide time for children to:

- Become acquainted with the classroom environment and facilities.
- Become acquainted with you and their classmates.
- Tour the school, locating the office, cafeteria, restrooms, gym, and music room.
- Take part in varied, brief, and success-assuring activities.
- Take part in physical activities.
- Participate in music and art activities.
- Share stories and experiences.
- Prepare for lunch.
- Rest.
- Prepare for dismissal.
- Locate the correct bus.
- Locate older brothers/sisters or friends if walking home.

4.
CLASSROOM SCHEDULE

DEVELOPING THE CLASSROOM SCHEDULE

The schedule for the school provides the framework within which the teacher organizes and carries out learning activities. The following might be considered when developing classroom schedules:

- Daily schedules should be made in relation to long range plans.
- Time should be scheduled for planning and evaluating.
- Blocks of time to accomplish work should be appropriate to the maturity of the children.
- Periods of concentration should be alternated with physical activity.
- Opportunity for students to work independently and in groups is necessary.
- Schedules should be flexible enough to provide for teachable moments and unexpected situations which motivate students.
- Adequate time should be scheduled to involve resource persons.

5. INSTRUCTIONAL BLOCK

WHAT IS AN UNINTERRUPTED INSTRUCTIONAL BLOCK? (From FCPS Program of Studies)

An uninterrupted instructional block is a period of time in which instruction is provided in a particular skill or discipline and during which children do not leave the classroom for instruction in other subjects or disciplines or for participation in extracurricular activities. Where desirable, students receive related supplementary support during the instructional block. For example, SULA and special reading instruction might be provided during a language arts block to reinforce the direct instruction of the classroom teacher.

GENERAL GUIDELINES FOR USE OF INSTRUCTIONAL TIME

Carefully planned utilization of all time throughout the school day is necessary in order to provide a complete, balanced program and minimize non-instructional time.

A basic schedule which provides required time for reading/language arts and mathematics and ensures a balanced program in all aspects of the curriculum is established by each teacher. Scheduling incorporates the flexibility to provide:

- Additional time to be allocated to basic skills when needed.
- Adjustment of time for various content areas from day to day and week to week as required for particular activities.
- Integration of objectives and activities from different disciplines.

See MET kit principal/teacher resources for lesson plans illustrating integration of disciplines.

6. INSTRUCTIONAL TIME

ALLOCATION OF INSTRUCTIONAL TIME (From FCPS Program of Studies)

Because reading, language, and mathematics skills are the highest priority in the basic elementary program, and skill development is facilitated by systematic instruction provided on a regular basis, the following instructional time allocations are provided in all schools:

Primary Level (Grades 1-3)—Minimum Daily Time Allocations

Language Arts—2 hours with at least 1½ hours in an uninterrupted block
Mathematics—40-minutes uninterrupted block

Elementary Level (Grades 4-6) Minimum Daily Time Allocations

Language Arts—1 hour and 45 minutes with at least 1 hour and 15 minutes in an uninterrupted block
Mathematics—50-minute uninterrupted block

All other aspects of the basic program are provided on a regular basis. Use of time is monitored by teachers and the principal to ensure provision of a balanced program.

7.
CLASS GROUPING

CLASS GROUPING

The purpose of grouping students is to bring about the highest quality of instruction possible.

Some practical considerations follow:

- Grouping of students should be extremely flexible.
- Factors other than the abilities of the students also influence grouping practice. These include class size, space for activities, and the availability of supplementary books, filmstrips, recordings, etc.
- Social and emotional needs, as well as academic, should be provided for.
- Grouping practices that may damage the self-concept of a student or stereotype a student should be avoided.
- As learning takes place, students who were grouped to learn a specific skill need to be regrouped for other skills.
- Grouping should ensure that slow students are not expected to achieve at an unrealistic rate.
- Students should be moved from one group to another when necessary.
- Students should be allowed to work with members of other groups.
- Member interaction and discussion should be provided for.
- Grouping should provide for more individualized instruction.
- Parents should be notified when child has moved to another group.

8.
INDIVIDUAL DIFFERENCES

PROVIDING FOR INDIVIDUAL DIFFERENCES

In planning learning experiences to provide for individual differences and needs of students, you may wish to consider the following:

Organization for Instruction

- Set up flexible grouping to meet special interests and needs.
- Plan seating arrangements suitable to physical differences and needs.

Materials and Equipment for Instruction

- Provide a variety of books, magazines, films, and other supplementary materials for use by students.
- Utilize school and community resources to assist students in areas of special interest.
- Provide appropriate audiovisual equipment.

Procedures and Techniques of Instruction

- Develop readiness for each phase of instruction.
- Involve students in planning, conducting, and evaluating group activities.
- Provide opportunity for each student to work independently on meaningful tasks suited to ability, stage of development and interest.
- Adjust periods of concentrated time to physical and emotional maturity of students.
- Provide realistic outlets for releasing tension.
- Use questioning techniques that require students to use the higher cognitive processes as well as to demonstrate retention and comprehension.
- Provide activities at the elementary level which stimulate thinking and independent research and challenge the individual to use talents and resources.
- Provide opportunities for creative expression in art, music, drama, writing, and rhythmic activities.

9. ESL STUDENTS

ENGLISH AS A SECOND LANGUAGE STUDENTS

Student Proficiency Levels

Definitions and Descriptions of Proficiency Levels

ESL instruction is provided to language-minority students in grades one through twelve whose English proficiency level is identified as A, B_1, or B_2. These levels are summarized in the following definitions:

Category A— Students have little or no proficiency in English and need intensive English instruction.

Category B_1 — Students have limited proficiency in understanding and speaking English; they have little or no skill in reading and writing English. Intensive instruction in English is needed.

Category B_2 — Students are fairly proficient in understanding and speaking English, but their skill in reading and writing is limited. They participate successfully in the regular classroom if instruction in reading and writing is provided, especially in content subjects.

Students classed as Category C are considered proficient in English and do not need ESL instruction.

For more information and suggestions, please read: *English as a Second Language: Guide for Elementary Teachers* Fairfax County Public Schools, Department of Instructional Services

or call

ESL program's office at Masonville Instructional Center, 698-7500.

10.
ESL STUDENT ACTIVITIES

INVOLVING ESL STUDENTS IN CLASSROOM ACTIVITIES

Involving ESL students in classroom activities is a challenge. Until they speak English, their participation is limited.

You may wish to consider the suggestions listed below when you are planning for your ESL students:

- Encourage ESL students to speak in English and provide ample opportunities for them to do so.
- Try to use and reinforce the language that ESL students will encounter every day.
- Speak in a normal tone of voice and at a normal rate, but use simple sentences.
- Give brief, clearly worded directions and explanations. Use gestures and examples to illustrate your message.
- Use a variety of visual aids, such as charts, illustrations, maps, diagrams, and filmstrips.
- Write assignments, schedules, dates, and other important information on the chalkboard. ESL students do not always understand everything you say.
- Encourage ESL students to join activities which enhance their self-concept and do not demand proficiency in English. They can participate immediately in sports, art, and music.
- Provide quiet time during the day when ESL students do not need to use English. An entire school day of listening, speaking, reading, and writing in a second language is tiring. ESL students may wish to read in their native languages, write stories, or even converse softly with each other.
- Try to relate the ESL student's activities to those of the other students whenever you can. During a spelling lesson, for example, the student may write a few of the words and match them with pictures. When other students are writing stories, the ESL student may dictate a story to you or to a classmate.

Provide a variety of activities which ESL students can complete independently or with a partner. Because they have not yet developed competency with English, you will need to select simple materials, at an appropriate instructional level. Some suggestions are:

- ESL students may put together puzzles and name objects represented.
- They may draw pictures and label items in the picture.
- They may cut out pictures in magazines and match them with known words.
- They may label maps, especially those showing places they have lived or traveled.
- They may practice new vocabulary words with tape recorders or other recording devices.
- They may place pictures of objects into categories.
- They may arrange words on cards to form sentences.

11. HOMEWORK GUIDELINES

HOMEWORK GUIDELINES

- Homework should serve a definite purpose. Be certain that students understand the purpose of an assignment.
- There should be flexibility and differences in the assignments.
- Homework should not be assigned as punishment under any circumstances.
- Parents should be encouraged to supplement school instruction by helping students drill on their spelling words and number combinations.
- Homework assignments should be coordinated with other teachers, if applicable, so that students are not overburdened with excessive quantities of homework.
- Students should be helped in learning what and how to study.
- Homework should be checked and mistakes indicated for correction.

For more detailed guidelines, review Regulations 2515 and 2516 in *Policies, Bylaws, and Regulations.*

12.
PLANNING HOMEWORK

PLANNING HOMEWORK WITH STUDENTS

Homework can be more meaningful when teachers and students plan together and identify activities which are needed to strengthen skills.

When students are involved in planning, activities such as the following can be assigned or selected for homework:

- Reading books
- Reading newspaper/magazine articles
- Writing letters
- Practicing skills
- Listening to music
- Interviewing resource people
- Writing reports
- Reviewing materials
- Creating art projects
- Writing creative stories or poems
- Making charts, graphs, maps
- Observing the environment

SUGGESTED TIME ALLOTMENTS

Grades	Frequency	Maximum Amount Daily
1-3	once or twice per week	30 minutes
4-6	two or three times per week	1 hour

13.
CLASSROOM CLIMATE

CLASSROOM CLIMATE MOTTO

In order to foster both academic and socio-emotional development, the overall climate of the classroom is critical. In a positive learning environment, I will:

- **Indicate verbally and nonverbally that I like children and care a great deal about their learning.**
- **Convey an expectation that each student can and will learn.**
- **Show appreciation for children's good efforts.**
- **Demonstrate pride and pleasure in children's progress.**
- **Encourage children's special talents and interests.**
- **Provide opportunities for children to express ideas, opinions, and feelings; share their experiences and work; assist and support one another; experience some leadership roles.**
- **Provide some activities in which children make choices and decisions.**

14.
CLASSROOM DISCIPLINE

PLANNING RULES FOR CLASSROOM DISCIPLINE

Good classroom discipline comes with preparation and understanding. When planning, you might consider the following:

- Rules should be established the very first day of school.
- Rules should be few in number and stated positively.
- Classroom rules should be developed by cooperative planning and brainstorming with the students.
- Rules should be made to protect the students and property.
- Rules and their enforcement must be reasonable, as well as constitutional.
- Rules should be acceptable to the school and home.
- Check with the principal if there is doubt regarding school attendance, attendance at assemblies, salute to the flag, etc.
- Rules should help the student advance toward self-control.
- Rules should be in writing for the students and parents.
- Rules should be visible for students to serve as a reminder, not as a threat.
- Rules that are posted can be a help to new students as well as the substitute teacher.
- Rules that are made the first day should be reviewed and revised with the students during the year so that the students remember them and understand how they are applied.

15. CLASSROOM RULES

PRIMARY CLASSROOM RULES (A Sample)

- Come into the room quietly and orderly.
- Be in our seats when the bell rings.
- Try to keep up with our own supplies and work.
- Listen to our teacher.
- Do not mark on desks, books, or walls.
- Take turns.
- Share with each other.
- Keep quiet so others can hear.
- Raise our hands.

ELEMENTARY CLASSROOM RULES (A SAMPLE)

- Begin work immediately.
- Have books, paper, pencils, and assignments ready.
- Show respect for others.
- Help keep the room clean and neat.
- Keep own desk in order.
- Refrain from bringing distracting materials to school.
- Take part in class planning.
- Work toward more self-control.

16. PLAYGROUND RULES

PLAYGROUND RULES (A SAMPLE)

- Walk to and from the playground area.
- Hold all equipment until you are in the game area.
- Walk quietly past classrooms, the office, and any guest in the building.
- Know and follow each game's rules.
- Enjoy play period, take an active part.
- Try to work out misunderstandings without quarreling.
- Never leave the playground without permission.
- Do not chase through game areas.
- Do not kick balls other than the kickball.
- Line up quickly and carefully when you see or hear the teacher signal the play period is over.
- Check to see that all equipment, sweaters, coats, etc., are collected and returned to the proper place.

17. BEHAVIOR ASSEMBLIES

BEHAVIOR IN ASSEMBLIES

School assemblies provide many opportunities for students to practice self-discipline. Consider the following when helping those students who need more guidance:

- Provide an opportunity at the beginning of school for the students to become familiar with the assembly area.
- Discuss the topic of the program in advance.
- Discuss procedures before taking students to assemblies and evaluate with students afterwards.
- Keep the group together and sit near them.
- Observe students throughout the program and stop any inappropriate behavior immediately.
- Exhibit interest in the program; display actions which you wish students to imitate.
- Avoid leaving or talking to others during the program.

18. BEHAVIOR CAFETERIA

BEHAVIOR IN THE CAFETERIA

The cafeteria can provide many opportunities for students to practice self-discipline. Consider the following when helping those students who need extra guidance:

- Provide an opportunity at the beginning of school for the students to become familiar with the cafeteria.
- Discuss appropriate procedures and good manners before lunch and evaluate afterwards.
- Take the class to the serving line entrance on schedule.
- Display friendliness to the cafeteria hostess and an air of interest and support.
- Stay with the students in line until they are trained in the proper routines.
- Return promptly on schedule to take your class; ask the hostess for a report.
- Follow up misbehavior of individuals immediately.
- Remember to take time each day to thank those who show self-discipline.

19. AVOIDING DISCIPLINE PROBLEMS

AVOIDING DISCIPLINE PROBLEMS

To avoid discipline problems, you might review the program and the structure of the school day to ensure:

- An atmosphere or respect and trust.
- Daily planning with students and evaluation for good discipline.
- Consistent use and follow-up of established routines for student movement.
- Adequate student supervision at all times.
- An interesting program and proper skills placement for every student.
- An environment pleasant to the eye, well organized for activities of the day, devoid of clutter and unneeded materials.
- Use of psychologist or other specialists if needed.
- Fairness and consistency.
- The student is considered in terms of background and experience.
- The contribution of the individual student is recognized.
- Teacher-control is gradually released as the students are able to assume more self-control.

20. SOLVING DISCIPLINE PROBLEMS

SOLVING DISCIPLINE PROBLEMS

Establishing good discipline will minimize the number of problems which occur; however, in working with problems, the following steps can be helpful:

- Confer privately with the student who has presented a discipline problem explaining what changes should be forthcoming, the reasons involved, alternative behavior, and ways by which the student can control behavior. Show your interest in and concern for the student's welfare and also your determination to prevent an individual's interfering with the learning atmosphere of the group.
- Seek help from parents before the problem becomes serious. Describe the student's attitude or action, expressing concern that continuation of the trend will interfere with learning; and enlist their assistance. Transmit your feelings in a non-punitive manner. Keep parents informed.
- Discuss the problem early with the principal, who may provide information and advice.
- Maintain written, dated logs of information on the student's behavior, instructional and corrective measures used to help the situation, and communications you had with the student and the parents.
- Seek direct intervention by the principal. After enlisting the aid of another adult to supervise your group or class, take, do not send, the student to the office.

21. LEARNING EXPERIENCES

PLANNING LEARNING EXPERIENCES

(A Sample Check List)

When planning learning experiences for students, do I allow for:

- Differences in ability
- Learning by doing
- Variations in levels of motivation
- Differences in learning style
- Differences in rate of learning
- Differences in interests
- Differences in background
- Speed of reaction
- Variations in self-concept
- Variations in effort
- Involvement of students in selecting materials which best match their learning styles
- Suitable seating arrangements for physical differences and needs
- Realistic outlets for students to release tension

22. DEVELOPING SKILLS

PLANNING FOR THE DEVELOPMENT OF A SKILL

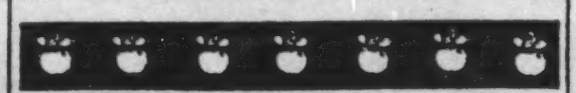
The following steps might be considered when planning for the development of a skill:

- Review the POS skill to be taught.
- Identify students' needs in terms of the skill.
- Decide approaches to use in teaching this skill.
- Select materials appropriate for teaching this skill.
- Group and organize for work.
- Provide for learning experiences.
- Assess progress of each student.
- Make necessary changes in procedures.
- Provide for meaningful reinforcement or practice.
- Provide for continuous evaluation.

23.
POSITIVE REINFORCEMENT

WAYS TO SAY "GOOD FOR YOU"

1. That's *really* nice.
2. Wow!
3. I like the way you are working.
4. You work so hard!
5. Fantastic!
6. This kind of work is a pleasure to check.
7. I am so happy for you.
8. Good thinking!
9. My goodness, how impressive!
10. That's "A" work.
11. Very clever.
12. Very interesting.
13. Exactly right!
14. Superior work!
15. You've got it now!
16. Nice going!
17. You make it look easy.
18. You're coming along nicely.
19. Thank you very much.
20. That's great!
21. Keep up the good work.
22. This is quite an improvement.
23. Wonderful!
24. Excellent work.
25. You really outdid yourself this time.
26. Congratulations.
27. Beautiful.
28. Terrific.
29. I appreciate your work.
30. Marvelous.
31. You're on the right track now.
32. Your parents are going to be so proud.
33. Good listening.
34. Be sure to share this with your classmates.
35. You are very creative.



24. OBJECTIVE VERBS

A CATEGORIZED LIST OF VERBS USEFUL FOR MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point
provide
recall
repeat
select
state
tally

SIMPLE TASKS (continued)

tell
underline

STUDY SKILLS

arrange
attempt
categorize
chart
cite
circle
classify
compile
consider
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

ANALYSIS SKILLS

analyze
apprise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
infer
paraphrase
plan
present
save
shorten
structure
switch

SYNTHESIS SKILLS

alter
change
design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question

ANALYSIS SKILLS (continued)

rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systematize

GENERAL APPLICATIONS

Arts and Crafts

assemble
blend
brush
build
carve
color
construct
crush
cut
dab
dot
draw
drill
finish
fit
fix
fold

25. OBJECTIVE VERBS (Continued)

GENERAL APPLICATIONS (continued)

Arts and Crafts

form
frame
grind
hammer
handle
heat
illustrate
make
melt
mend
mix
mold
nail
paint
paste
pat
position
pour
press
roll
rub
stand
saw
sculpt
sew
shake
sharpen
sketch
smooth
stamp
stick
stir
trace
trim
varnish
wipe
wrap

Drama:

act
clasp
correct
cross
direct
display
emit
enter
exit
express
leave
move
pantomime
pass
perform
proceed
respond

Language:

abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak
spell
state
summarize
syllabicate
translate
type
verbalize
write

Mathematical:

add
bisect
calculate
check
compound
compute
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
subtract
tabulate
tally
verify

Music:

blow
bow
clap
compose
conduct
finger
harmonize
hum
mute
play
pluck
practice
sing
strum
tap
whistle

Physical:

arch
bat
bend
carry
catch
chase
climb
coach
coordinate
critique
float
grip
hit
hop
jump
kick
knock
lift
march
perform
pitch
run
score
skate
ski

25. OBJECTIVE VERBS (Continued)

skip
somersault
stand
stretch
strike
swim
swing
throw
toss

Science:

calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weight

Social:

accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate
disagree
discuss
excuse
forgive
greet
guide
help
inform

26. TRANSITION TIMES

PLANNING FOR TRANSITIONS

Transitions are those times in the schedule when children and teachers pass from one place or one activity to another. The following suggestions might be helpful to ensure orderly transitions:

- Plan specifically for transitions.
- Remind the students that a shift in activity is about to occur.
- Plan with the students so they will know what they are to do when there is a shift.
- Alternate the selection of students to go first.
- Prepare learning centers ahead of time.
- Provide sufficient supplies and directions for all activities.
- Explain changes to students and provide the reason.
- Keep a storehouse of short stories, poems, sayings, etc., to use to get the students' attention.
- Keep voice calm.
- Avoid calling the whole class at once for lunch, physical education, and other major shifts.
- Alleviate unnecessary crowding (crowding often provokes negative behavior in children).
- Recognize that students have varied levels of maturity.
- Observe and record what is happening when a group has difficulty with a transition and discuss with the class ways to improve.
- Praise students when good transitions are taking place.

27. COOPERATIVE PLANNING

PLANNING WITH MUSIC AND PHYSICAL EDUCATION TEACHERS

The following suggestions might be helpful when planning with special subject teachers:

- Cooperatively plan with the physical education and music teachers a program of instruction which provides continuity when students are not being instructed by the special subject teachers.
- Instruct the class in follow-up and related activities to afford maximum continuity whenever the special subject teacher is not scheduled to work with the class.
- Assume the responsibility for having students report to the special subject teacher at the designated time, and for the behavior of the students as they move to and from the teaching station. Students are to be appropriately dressed for physical education.
- Assume the responsibility for the care of supplies issued to the classroom.
- Advise the special subject teachers regarding pupils having medical or emotional problems which may prevent them from normal participation.
- Evaluate and record pupil achievement for discussion with the music and physical education teachers who assign the grades.

28. COOPERATIVE PLANNING

PLANNING WITH OTHER TEACHERS

It is recognized that any activities which include students from more than one classroom must be planned cooperatively by all teachers involved. An agenda for the planning of activities such as field trips, assembly programs, and use of instructional materials, equipment, and school facilities might include:

- Determining the objectives
- Ascertaining what needs to be done
- Developing ways of achieving the objectives
- Setting up an action plan
- Working with students who will be involved
- Evaluating how well objectives were achieved

Note: A copy of the final plans could be sent to the school office as well as to all teachers involved in order to avoid any mix-ups.

29. FIELD TRIP

PLANNING A FIELD TRIP

Following is a check list which should help in planning a field trip. Most of the steps should be completed a month prior to the date of the trip.

- *Field Trip Handbook* and Regulation 6160.5 (Appendix I of Handbook) are reviewed.
- Trip is scheduled as part of a planned sequence of educational activities.
- Specific objectives for the trip are identified.
- Needs for a field trip and tentative plans for it are discussed with the principal.
- Approval and permission are obtained before the trip.
- Site is visited prior to trip, if possible.
- Resource people to be used at the site are identified, and their participation is confirmed.
- Parental permission forms are completed.
- Trips to local sites are scheduled between the hours of 9:30 a.m. and 12:30 p.m. on Monday, and between 9:30 a.m. and 1:30 p.m. Thursday through Friday.
- Transportation forms are completed.
- Physical arrangements for rest stops, food, etc., are made.
- Class coverage is arranged for those students not going on the trip.
- Office and cafeteria manager have been notified in advance if children are not returning for lunch.

30. FIELD TRIP

IMPLEMENTING A FIELD TRIP

The safety and conduct of students are an important part of the teacher's responsibility. Although students should be encouraged to take charge of themselves and act as reliable members of the group, consistent adult support is still necessary. The following suggestions might be helpful in supervising students on a field trip:

- Assign students to chaperones before boarding buses at school.
- Provide name tags for primary students.
- Take roll and a "head count" before buses depart.
- Take a "head count" before moving from one location to another.
- Do *everything* as a group, even stops at rest rooms and for food.
- Do not allow students to leave the group for any reason.
- Keep emergency telephone numbers and plans with you at all times.

When organizational matters have been taken care of, students can then turn their attention to the purpose of the trip and participate fully in the learning processes offered by a field experience.

31. FIELD TRIP PERMISSION (Continued)

FIELD TRIP PERMISSION SLIPS (RETURNED)

Destination _____

Date of Trip _____

Note: Remember to list student's name by his or her assigned number. A quick check will show students for whom permission has not been obtained.

Student's Name

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31. FIELD TRIP PERMISSION (Continued)

FIELD TRIP PERMISSION SLIPS (RETURNED)

Destination _____

Date of Trip _____

Note: Remember to list student's name by his or her assigned number. A quick check will show students for whom permission has not been obtained.

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31. FIELD TRIP PERMISSION (Continued)

FIELD TRIP PERMISSION SLIPS (RETURNED)

Destination _____

Date of Trip _____

Note: Remember to list student's name by his or her assigned number. A quick check will show students for whom permission has not been obtained.

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32. EVALUATING FIELD TRIP

EVALUATING A FIELD TRIP

A field trip experience can be evaluated in relation to a stated learning objective if the teacher formulates standards by which it can be judged. These might be written as questions and rated on a numerical scale by teachers or by teachers and students. Questions might include:

- Were route and means of transportation satisfactory?
- Was there enough time to achieve the goals set?
- Did the class observe what was planned?
- Were the guide services adequate?
- Was the information presented true? Was it unbiased?
- Were students' interest and attention consistently maintained?
- Were students' able to effectively implement observation techniques?
- Did learning occur? Were problems solved?
- Was the experience new to the majority of the class?
- Was the trip worth time and expense?

Note: Evaluations of field trips should be filed for future reference and planning.

33.
FIELD TRIP FOLLOW-UP

FOLLOWING UP ON A FIELD TRIP

Once completed, the field trip should be utilized as an aid to instruction. Classroom activities should place field experiences in the context of the unit under study. Appropriate assignments and activities should be used to highlight important aspects of the experience and extend the value of the experiences. Learning that occurred on the field trip can be enriched by:

- Discussing and organizing information related to the trip
- Reviewing guide sheets
- Exhibiting materials collected
- Writing trip summaries, reports, and reading new references
- Writing thank-you letters.

34. PARENT NIGHT

SUGGESTED OUTLINE FOR BACK-TO-SCHOOL NIGHT

Give Welcome and Introductions.

Review Underlying Framework of the Program.

- School philosophy
- Curriculum sources (POS, County/State standards, etc.)
- County and school emphases for the year
- Teacher and team planning

Discuss and/or Explain Elements of the Instructional Plan.

- Balanced curriculum and integration of learnings
- Daily planning and evaluation with students
- Value of and relationships among:
  - direct teacher instruction
  - independent student exploration and/or practice work
  - student self-checking and self-evaluation
  - teacher monitoring and record keeping of student skill development
- Large and small group instruction
- Flexibility to accommodate differing rates in student learning
- Enrichment activities
- Organization within the team and classroom
- Standards for student responsibility, independence, and good work habits

Discuss and/or Explain Other Related Items

- Sample day's schedule
- Student movement, if any, within the team
- Regular programs outside the classroom (library, music, physical education)
- Special programs (LDR, Speech, reading, hearing, G/T, etc.)
- Homework
- Work folders and follow-up procedures
- Report cards
- Parent conferences (need pre-arrangement)
- Early closing
- Pupil safety (walking, bus riding, and coping with unusual/dangerous situations)
- Room parents (parties)
- Use of student materials purchase by parents
- Lunch procedures, including pre-payment, charges, and development of student responsibility
- Testing programs, as applicable (POS, BLS, MRT, Otis-Lennon, textbook tests)

Give a Brief Overview of Each Curriculum Area.

- General objectives/skills
- General strategies
- Suggestions, if applicable, for activities at home

Answer Questions From Parents.

Discuss with principal the possibility of duplicating and handing out *Suggestions for Parents/Home School Communications* found in the MET Teacher/Principal Resource Section.

35. CONFERENCE SUGGESTIONS

PARENT CONFERENCE SUGGESTIONS

The primary purpose for requesting conferences in the first nine weeks of school is to provide parents, teachers and the school with information necessary for specific planning to meet the individual needs.

Consider the following when setting the tone of the conference:

- Make the parent physically comfortable. Show cooperation by sitting on student chairs without having a desk between you.
- Be friendly and relaxed, try to put the parent at ease.
- Arrange for uninterrupted time.
- Listen and listen some more. Ask questions. A parent may pose a problem and ask for a solution. Frequently the problem may be solved by the parent at this time when the teacher asks pertinent questions.

Prepare for the conference by planning ways to share selected information with parents.

What will this information mean to this particular parent at this time? Will it help the parent to help the student grow? Will it only reinforce the student's fears which are already undermining his/her sense of adequacy?

To report problems:

- Give concrete examples and allow the parents to draw their own conclusions, e.g. "Billy left his math papers home yesterday and lost his language work on the way to school today."
- Cite descriptive phrases and examples to parents which indicate reasons for the lack of performance on the part of the student, for example, "Jane's achievement is limited because of poor habits in practice and drill sessions."

Summarize conference data with specific notes made on cooperative plans of action between teacher and parent. Summaries can be used in planning programs to meet the needs of a student.

See the MET booklet *Home/School Communication: Suggestions for Parents* for questions parents might ask the teacher.

36. CONFERENCE SCHEDULING

PARENT CONFERENCE SCHEDULING

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36. CONFERENCE SCHEDULING

PARENT CONFERENCE SCHEDULING

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36. CONFERENCE SCHEDULING

PARENT CONFERENCE SCHEDULING

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Day	Date	Time	Parent's Name
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37. PRE-CONFERENCE

PRE-CONFERENCE CHECK LIST

- I sent a Conference Request Form home along with the Student/Parent Pre-Conference forms. (See Teacher Plan Book folder for example.)
- The conference setting is appropriately arranged.
- Needed materials are readily accessible.
- My purposes are clearly in mind: I am not overloading the parent (three areas of concern are usually considered to be the maximum before "overloading" occurs.)
- All involved personnel are invited to this conference.

See the MET *Teacher Plan Book* for suggested forms to use with parents as a guide to the parent-teacher conference.

38. CONFERENCE CHECK LIST

CONFERENCE CHECK LIST

- I am assuming a position of partnership
- I am encouraging the parent to talk
- I am listening and hearing what the parent is saying
- I am checking out any assumptions (if a parent says he or she is worried about child's behavior, I'm not assuming I know why)
- I am accepting the parent's reasoning for problems/plans for action but I am also leading discussion on to include the consideration of other causes/plans
- I am suggesting alternatives for *joint* consideration
- I am including the parent as a participator in determining final decisions for tentative plans
- I am not arguing or criticizing
- I am looking for clues to the parent's feelings (facial expressions, gestures, voice)
- I am realistically aware of my personal and professional limitations and am making parent aware of other information/services which are available

39. POST-CONFERENCE

POST-CONFERENCE CHECK LIST

- The conference was uninterrupted
- I shared factual information to aid parents in being objective in evaluating the child's progress
- A plan of action was cooperatively developed
- The conference ended on a pleasant forward-going note (such as a plan for further consultation, definite date for next conference, statement of encouragement, plan for cooperative action)
- I have scheduled appointments with the principal and other staff members to discuss matters which need further consideration and possible referral

40.
EVALUATING PLANNING

EVALUATING THE EFFECTIVENESS OF PLANNING

The effectiveness of planning can be determined by the extent to which desired objectives are achieved. Questions which might be used in evaluating planning include:

Goals

- Were long-range goals well-defined?
- Did each activity contribute to the realization of the goals?

Learning Experiences

- Was there continuity of learning experiences?
- Were developmental characteristics of the students given appropriate consideration?
- Were a variety of learning activities provided?
- Was there opportunity for students to choose learning experiences in terms of interests and needs?

Materials, Facilities, and Equipment

- Were materials well-selected, appropriate, and available when needed?
- Were space, time, effort, and facilities used effectively?

Evaluation

- Did all concerned participate in planning and carrying out responsibilities?
- Did the students gain a better understanding of the learning tasks?
- Were students given opportunities to evaluate the planning as well as the activities?
- Were the plans flexible enough to provide for necessary changes?
- Were desired behavior changes evident?
- Were human relationships improved?